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AUTHOR Gaylord, Thomas A.; Kaul, Gitanjali
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ABSTRACT

Despite efforts by educators, full participation by Alaska native students in the state's colleges and universities has not yet been achieved. Alaska Natives are the state's only racial group that is underrepresented in enrollments at the University of Alaska (UA). This report examines the contribution of the Rural Alaska Honors Institute (RAHI) in nurturing Alaskan talent. RAHI recruits promising college-bound rural Alaska Natives who are high school juniors to participate in a 6-week academic enrichment program. These students who enter UA at Fairbanks are required to maintain a minor in Alaska Native studies and engage in a 2-month internship program. These socioeconomically deprived, first generation high school students were not well prepared for rigorous academic study. During the RAHI summer session, however, they made significant progress in mathematics and reading. Seventy-five percent of the 255 students who were examined went on to enroll in postsecondary courses. Ninety-two percent would unequivocally recommend RAHI to other students. Twelve percent of RAHI alumni for 1984-85 summer session, and 8% from the 1985-86 session completed a bachelor's degree in the minimum amount of time required, whereas none of the Alaska native students not attending RAHI had done so. (DHP)

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COLLEGE PERSISTENCE OF ALASKA NATIVE STUDENTS: AN ASSESSMENT OF THE RURAL ALASKA HONORS INSTITUTE 1983-88

University of Alaska System
of Higher Education

Office of Institutional Research

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College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute 1983-88

prepared by:

Dr. Thomas A. Gaylord, Director
Gitanjali Kaul, Acting Assistant Director,
Research & Assessment

September 1989

Office of Institutional Research

University of Alaska System of Higher Education
Butrovich Building, 910 Yukon Drive
Fairbanks, Alaska 99775-5440
(907) 474-7958

EXECUTIVE SUMMARY

This report was designed to present assessments of UAF's Rural Alaska Honors Institute (RAHI) in the following three principal areas: the demographic and educational background of RAHI alumni; the retention of RAHI alumni in postsecondary courses and their persistence toward degree attainment as compared with non-RAHI UA Native students; and the level of satisfaction of RAHI students and nominators with various aspects of the program. All 255 alumni who completed this six-week summer enrichment program, designed for academically promising Alaskan Native high school students, were selected as the target population in the study. Also included in the study were 100 teachers from rural school districts across the state of Alaska who served as RAHI student nominators. Data collection involved the review of academic records for all alumni through RAHI records, a survey of RAHI alumni, a survey of teachers that served as nominators for RAHI students, and a review of enrollment data for non-RAHI Native students through the University of Alaska's existing student information databases. In addition to analyzing survey results an attempt was made to compare the college persistence of RAHI alumni to non-RAHI Native students enrolled in the University of Alaska, and also other students enrolled nationwide using the U.S Department of Education's persistence-track model. The major highlights of the report follow:

HIGHLIGHTS

Highlights of Alumni Survey

Rural Alaskan students who enroll in RAHI have the following characteristics:

- Alumni come from socioeconomically deprived environments (3 out of 5 alumni came from families with yearly incomes of $25,000 or less),
- Students are not well prepared for academically rigorous study,
- Alumni are not second generation students (49 % of parents of alumni did not attend or complete high school),
- Students have not necessarily started to face the challenges involved in any educational endeavor with a life long commitment to higher education.

RAHI alumni were asked to judge how helpful the RAHI experience had been in building various skills that have traditionally been seen as important outcomes of any educational experience that helps prepare one for college. From examining the results it is evident that students who attended RAHI have made significant strides in learning skills that will enable them to persist in undergraduate programs at any institution. Students who participated in RAHI show the following:

- Significant increases in their math and reading ability after attending the six-week RAHI summer session.
- 95 % of alumni found their participation in RAHI as being very helpful in preparing them for college.
- at RAHI, Native students developed skills necessary for success in college. Skills like:
  - being better prepared for a career;
  - better prepared for college;
  - improved leadership skills;
  - improved technical skills;
  - improved human relations skills.
- 75 % have enrolled in postsecondary courses since they attended RAHI.
- 92 % of students who have gone through the RAHI experience claim they would unequivocally recommend RAHI to other students.

Highlights of Survey Results For Nominators Who Recommend Native Students to RAHI

- The typical high school official/teacher in rural Alaskan high schools is quite familiar with RAHI's program and has typically found information RAHI easily available.
- Most nominators view the RAHI application process to be a clear one.
- Evaluating RAHI goals, 97 % of the nominators did not view them to be 'too ambitious', but 'just right.' Also, most of them did not recommend changes to any of the core or speciality courses offered at RAHI.
- Majority of nominators knew of between 5 to 10 qualified and academically promising Alaskan Native students each year who did not apply to RAHI and should be recruited.
- A commonly held belief among the nominators was that there existed a need for greater interaction between RAHI staff and parents of students who attend RAHI.

Comparison of RAHI Alumni Performance with that of Other Alaskan Native Students

College Persistence

- Over 65 % of RAHI graduates enroll full-time in a 4-year institution in bachelors degree programs in the Fall following high school graduation.
- In comparison other UA Native (non-RAHI) students who enrolled at the same time, on an average show between 10% to 20% on-track enrollment.
- A majority of Alaskan Native students attending University of Alaska System have usually begun their postsecondary education off-track and opted to enroll in AA degree programs providing one-year certificates.
- RAHI alumni have higher aspirations and find themselves equipped with adequate academic and social preparation to embark on a rigorous course of study which is involved in completing a baccalaureate degree program.

Degree Attainment

- 12% of RAHI alumni from the 1984-85 summer session and 8% from the 1985-86 session have gone on to graduate with a bachelor's degree in the fast-track (completed in the minimum amount of time required).
- None of the University of Alaska Native students followed in this study who started on-track at the same time as RAHI cohorts of 1984-85 and 1985-86 had attained a bachelor's degree as of summer of 1989.

Comparison of RAHI Alumni Performance with National Norms

- Comparisons between U.S. Department of Education statistics and performance of RAHI students shows that, while on an average 65% or more of RAHI Alumni start out on-track in college only 28% of high school seniors nationwide do. Further, 12% of RAHI alumni had at the end of the first four years attained a bachelors as compared to 11% of the national sample.

Considering the scope and magnitude of the disadvantage brought to education by those students who participated in RAHI, these indicators of success are noteworthy. Despite the difficulty in obtaining data, persistence rates for RAHI alumni surpass the success levels for other UA Native students as well as students attending college nationwide.

ACKNOWLEDGMENTS

Between September 1988 when the study was conceived and September 1989 when it was completed the present report went through several stages. Given the unique characteristics of RAHI and the difficulty in obtaining student enrollment data for Alaskan Native students the purpose and design of the study has evolved over the course of the project. As the project progressed, innovative data gathering techniques were implemented to maximize RAHI alumni response to the survey, and in general the objectives of the overall assessment got more streamlined. The final report would not have been possible without the cooperation and contribution of several people who spent countless hours working on aspects of the report at different stages of its development.

First and foremost, appreciation is expressed to all RAHI staff who worked to make the analysis a success. Special recognition goes to Jim Kowalsky, the director of the program, who was invaluable throughout the study. The academic and personal history files for all alumni were reviewed through RAHI records. This review was made possible because of the time and effort spent by RAHI staff in not only providing access to this information, but also in interpreting it and helping to provide the much needed historical perspective on it. In addition, the assistance given by Lena Lederer, Ann Frentzen and Judith Kleinfeld is acknowledged.

No person contributed more to the development of the initial database on RAHI alumni than Dave Norton. He coordinated the entire data entry, but more importantly, his careful editing, good writing, and genuine commitment to RAHI students added to the reliability and validity of the data being collected in the alumni student database. A special thanks is extended to other 1989 summer RAHI staff who helped edit one of the initial drafts. Their suggestions were constructive, and when incorporated, they enhanced the strengths of the study.

Finally a special m[illegible]ie of Kelly Wien for her timely and competent handling of the numerous last minute changes mad[illegible]eport before its finalization and for the contributions made by Marrianne Herb and Tom Frank on the student database.

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CHAPTER I.
INTRODUCTION

Despite the efforts made by educators in the past decade, full participation by Alaskan Native students in the state's colleges and universities remains unrealized. While Alaska's Native population has grown to over 17% of the total state population, only 7% of the total FY88 credit headcount enrollment at the University of Alaska System (UA) was Native. Alaskan Natives remain the state's only racial group having a lower UA participation rate in relation to their proportion of the total population. Indicators for a change in the proportional level of Native higher education attendance do not appear to support an argument that a significant increase is imminent. For example, in the last three years the proportion of the UA freshmen class that was Native has not increased, being consistently reported at 8%. (UA Statistical Abstracts 1986-88)

Statistics on the retention of students up to the point of degree completion and the distribution of degree recipients by degree level also help demonstrate the lower participation and degree attainment rates of Alaskan Natives at the University of Alaska. In FY88 only 5% of the total number of students who received a degree or certificate were Native; the lowest proportion in the last three years. Additionally, most of the degrees earned by Native students were at the one and two-year level: 62% were certificates and associate degrees, 31% were bachelors degrees, and 7% were masters. This compares to the non-Native distribution where 40% were certificates and associate degrees, 45% were bachelors degrees, and 15% were masters. (UA Statistical Abstract 1988, p.2-19)

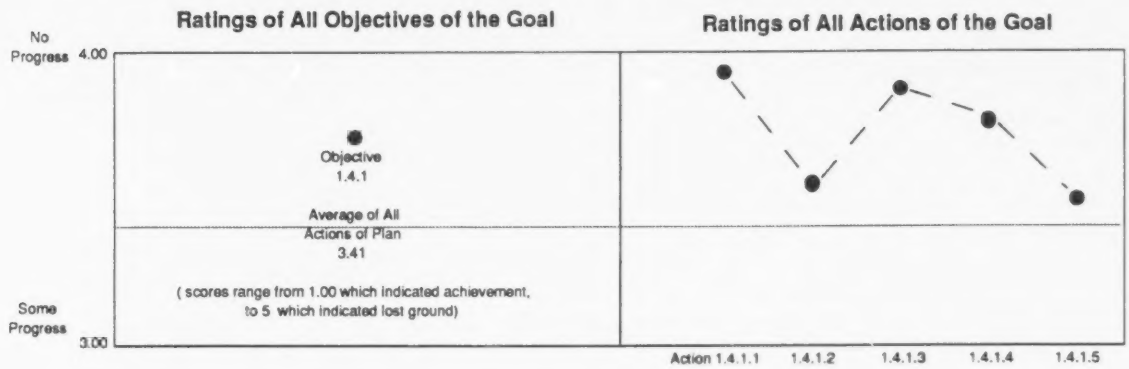
Recognition of the continuing problem of a low participation rate in higher education along with a low degree attainment rate by Alaskan Natives was reflected in the 1986 UA System Six-Year Plan. ACTION 1.4.1.2 of the plan targets the need to "increase the recruitment, retention and graduation of Native students enrolled in urban and rural programs" (University of Alaska Statewide Office of the Provost, 1986, p. 15). Figure 1 summarizes the survey results in the Six-Year plan assessment report in relation to ACTION 1.4.1.2 as well as for the other four ACTIONs in the plan specifically related to Alaskan Native students. The charts in this figure show that ratings for this particular plan ACTION fell between **no progress** and **some progress** being made over the first two-year period since the plan was approved. Only three of the thirty-one Six-Plan OBJECTIVES had a lower rating of progress being made than the OBJECTIVE that ACTION 1.4.1.2 falls under; that OBJECTIVE being to "develop a comprehensive strategy for Native education in the UA System" (Gaylord, et al., 1988, p. 30).

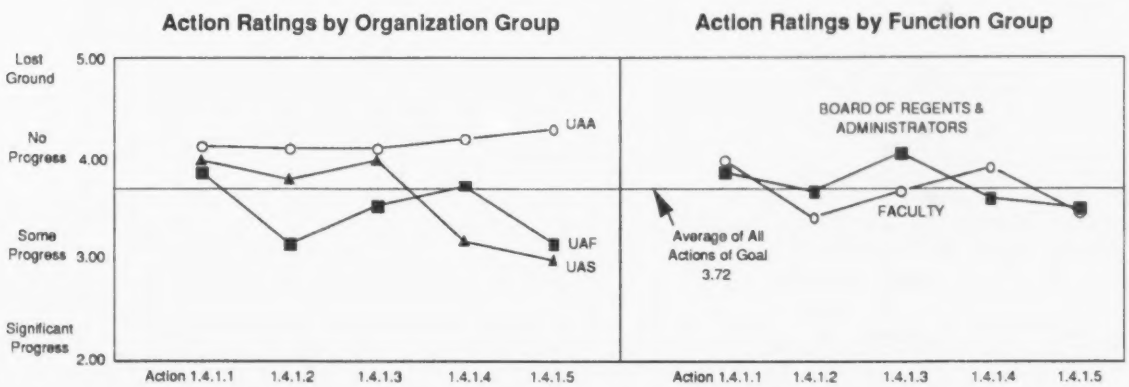
One proven method that has been used throughout the United States to increase the higher education participation rate and degree attainment success goals described in ACTION 1.4.1.2 for specific target populations (economically disadvantaged or specific racial/ethnic groups) is through the establishment of summer enrichment programs for promising students who are still in high school. Through its Six-Year Plan, the University recognized the need to continue the summer enrichment efforts already begun. ACTION 1.4.1.5 calls for the University to "estab'ish and maintain UA System-school district relationships to jointly plan summer enrichment programs and institutes for Native high school students" (University of Alaska Statewide Office of the Provost, 1986, p. 15).

The present report is focused on the contribution of Rural Alaska Honors Institute (RAHI), in satisfying ACTION 1.4.1.2 in nurturing rural Alaskan talent. RAHI is a six-week summer enrichment program at UAF for Native students from throughout the state of Alaska who have just completed their junior year in high school. The first RAHI summer session was implemented in 1983. At the completion of the program's sixth summer session in 1988 the program had hosted over 250 students. Except for the first summer session in 1983, the sessions have included a formal evaluation component. Each year RAHI evaluation included gathering of both qualitative and quantitative data. This report attempts to synthesize and integrate both the

FIGURE 1. Assessment of the First Two Years' Progress on UA Six-Year Plan Actions Specifically Related to Alaskan Natives

1.4	GOAL	Provide quality programs and services to Alaska Natives.
1.4.1	OBJECTIVE	Develop a comprehensive strategy for Native education in the UA System.
1.4.1.1	ACTION	By 1987, draft and implement a comprehensive Native education plan in consultation with various constituencies.
1.4.1.2	ACTION	Increase the recruitment, retention and graduation of Native students enrolled in urban and rural programs.
1.4.1.3	ACTION	Strengthen the study of Alaska Native cultures and contemporary issues through the recruitment of more Native faculty and students.
1.4.1.4	ACTION	Support more internships, assistantships and fellowships for Native students.
1.4.1.5	ACTION	Establish and maintain UA System-school district relationships to jointly plan summer enrichment programs and institutes for Native high school students.





information from evaluations of individual RAHI summer sessions, and additional survey data into a meaningful picture. Since the program has been underway for six years, sufficient evidence exists to warrant a traditional program review. By making this data analysis available it was intended that several questions concerning the differences in the persistence toward degree attainment of RAHI alumni in relation to non-RAHI Native students at the University of Alaska could be addressed.

PURPOSE OF THE STUDY

This report was designed to present assessments in the following three principal areas:

- the demographic and educational background of RAHI alumni;
- the retention of RAHI alumni in postsecondary courses and their persistence toward degree attainment as compared with non-RAHI UA Native students; and
- the level of satisfaction of RAHI students and nominators with various aspects of the program.

HISTORICAL PERSPECTIVE

RAHI was established in 1982, following a series of meetings between University of Alaska officials and representatives of the Alaska Federation of Natives. The need for establishing a summer enrichment program stemmed from low enrollment of Native students, an increasing number of Native dropouts, and a dismally poor graduation rate for UAF Native students. In addition to these concerns, it was felt that the students did not have appropriate academic preparation at the time of enrolling. This in turn, would lead to students having difficulties adjusting to various aspects of campus life. Other concerns at the time included a need for cross-cultural faculty and staff developmen at the University.

One of the early brochures on RAHI listed the following as the objectives of the program:

(a) To recruit, enroll and retain the highest quality rural Alaska Native students,

(b) To provide an on-campus enrichment and additional preparation program for these students prior to their completion of high school,

(c) To provide a cadre of well-educated Alaska Native leadership in the following areas: business & management, natural resources & science, engineering and education,

(d) To integrate pride in culture with professional capability,

(e) To integrate the academic experience on campus with practicum experience in Alaska Native Corporations or their subsidiaries.
(RAHI Program Brochure, 1984)

Evaluation necessarily implies a comparison with standards or objectives. In assessing the impact of RAHI, the present report attempted to utilize the above objectives as a backdrop for evaluating the data collected. In the language of assessment, the questions that will provide a thread of purpose throughout the report are: (1) what were the goals and objectives of RAHI? (2) what evidence indicates that the goals have been attained? and, (3) how can we define student outcomes - immediate, long-range, specific and general?

Characteristics of RAHI

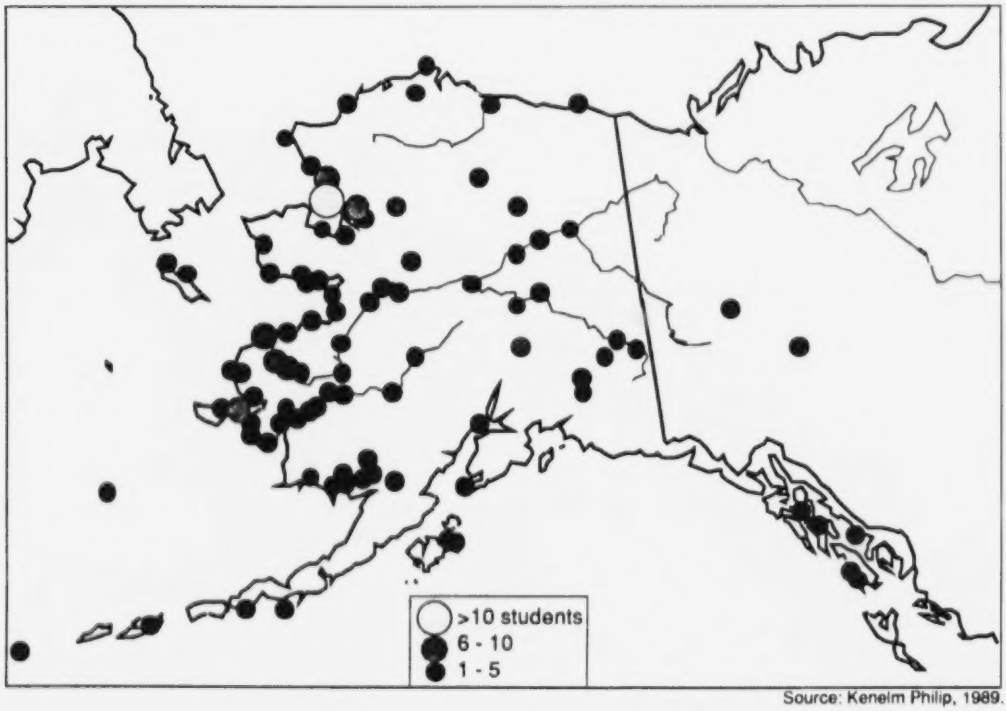
Traditionally, an honors program challenges students who can learn easily and quickly. It provides an academic atmosphere where excellence in academic achievement is approved. The teaching procedures involve a high proportion of activities devoted to eliciting student participation, to developing higher levels of thought processes, to stimulating curiosity and in general to challenging the minds and hearts of the students (Holton, 1982). The RAHI program incorporates all these features, but has some distinct characteristics that set it apart from other honors programs.

Students recruited for RAHI are 'promising' college-bound rural Alaska Natives from throughout the state currently in their junior year in high school. Figure 2 shows the extent of the statewide recruitment of previous RAHI students. Once identified, these students are invited to participate in a six-week intensive

academic enrichment program. The following is an excerpt from a program description drafted at the time RAHI was first implemented, and reflects the intentions of its founders:

> ...attempts will be made to provide coursework in areas where their high schools may be deficient but which are necessary for adequate background in order to enter college. During this term on campus, students will be assisted in applying for admission to the University, and it is expected that by the time they complete their summer, they will have been accepted. If students show interest in, and background for institutions outside the state, they will be assisted in obtaining admission into these institutions, although the goal for the University of Alaska - Fairbanks is to achieve as freshmen enrollees, seventy five percent of the honors institute students.
> (Demmert, 1982)

FIGURE 2. RAHI Student Community of Origin
1983-88



Source: Kenelm Philip, 1989.

The program description goes on to describe ways in which attempts would be made to maintain personal communication with RAHI alumni on their return to their Native villages. Enrollment objectives for RAHI included recruiting students in specific professional career paths, namely business and management, natural resources and science, engineering and education. Once accepted at UAF in the fields mentioned above, every attempt would be made to 'fast-track' these students through the University program. Assistance would be made available through Student Orientation Services (now called Rural Student Services) and the Special Services program at the UAF Fairbanks Campus.

Two requirements were to be expected of RAHI alumni that entered UAF as freshmen:

(1) that they maintain a minor in Alaska Native Studies and,
(2) that they would engage in a two -month internship program with one of the Alaska Native Corporations or its subsidiaries.

It is apparent from these requirements that RAH,I as an honors program, was meant to go beyond helping young Alaskan Natives develop into academically and professionally competent adults. The program was designed to integrate these individuals into their cultural and social milieu. Not only was greater academic achievement being stressed at RAHI, but the program was devoted to nurturing alumni who are committed to understanding and maintaining cultural identity.

Theoretical Framework For Assessing Retention of RAHI Alumni in Postsecondary Institutions

Traditionally, retention has referred to completing a program at the institution entered in the time for which the program was designed (goal achievement), and attrition has meant not graduating at that length of time. The use of such a dependent variable for RAHI alumni is not very meaningful because of the stopping-in, stopping-out and part-time enrollment that typifies these students in postsecondary institutions. Further, most RAHI cohorts have not been flowing through the postsecondary pipeline long enough to allow analysis of their enrollment through classic retention/attrition models. Since the persistence of rural Native Alaskan students in college to obtain bachelor's degrees is a recurring policy topic, this report will focus on synthesizing the postsecondary persistence of RAHI alumni.

Students' persistence in postsecondary education has been an issue of considerable scholarly interest (e.g., Tinto, 1972, 1987; Astin, 1975,1982; Lenning et al., 1980; Pantages & Creedon, 1978; Spady, 1970; Cope & Hannah, 1975). Most of this research has attested to the fact that persistence in postsecondary institutions is the result of a complex set of influences. It has also underscored the importance of student persistence as being the one salient indicator of educational impact or excellence.

The Persistence Track Model

The traditional flow into and through 4-year institutions towards bachelor's degrees begins in the fall following high school graduation. Full-time enrollment in 4-year institutions for the first academic year is followed by return for the second academic year. This pattern of full-time enrollment continues for four academic years and culminates in the award of a bachelor's degree. This traditional pattern or track represents an optimal flow through college. In other words, when students follow this track, they earn bachelor's degrees within a minimal amount of time and for a minimal cost.

The diversity of deviations from the traditional persistence track can be overwhelming. Students delay entry, enroll part-time, transfer to less-than-4-year institutions, stopout and dropout to deviate from the traditional persistence track. Even students who stay on track may transfer from institution to institution. In any case, the traditional persistence track provides a point of viewing college persistence. It allows deviations to be classified and categorized.

Trends in College Persistence

Since 1980 the U.S. Department of Education has been following the persistence of the high school graduation class of that year. These students were followed in 1982, 1984, and 1986. Hence, the persistence track described in their survey report College Persistence and Degree Attainment for 1980 High School Graduates: Hazards for Transfers, Stopouts, and Part-Timers covers academic years1980-81 to 1983-84, and bachelor's degree completion as of 1986. A few highlights of this report follow:

- About one-third of the graduating high school class of 1980 never enrolled in any type of postsecondary education. About one-fourth entered 4-year colleges full-time in the fall immediately following graduation to pursue bachelor's degrees.

- The remaining two-fifths entered less-than-4-year institutions, attended part-time, or delayed entry.

- Of the high school graduates of 1980 who immediately entered 4-year colleges, about 4 cut of every 7 (or about one-sixth of the entire 1980 graduating class) persisted full-time for 4 years. Three-fourths of these persisters attained bachelor's degrees.

- When students shifted to part-time studies, stopped out, or transferred to less-than-4-year institutions, their subsequent attainment of a bachelor's degree dropped to about one-half the rate found for persisters.

- Although only about one-eighth of persisting students transferred from one 4-year institution to another 4-year institution, these types of transfers decreased the chances that the students would subsequently leave the persistence track.

These findings of the U.S. Department of Education are largely consistent with the body of existing research on persistence. Students who begin college in two-year institutions are significantly less likely to persist in higher education or to obtain a bachelor's degree than students who start at four year institutions (Astin, 1982; Cohen et al., 1978). Hill's 1986 report, Completion Time For Bachelor's Degrees published at National Center for Educational Statistics, found that less than one-half of all bachelor's degrees awarded were earned within four years of entry. Knepper 1988 (Student Progress in College, National Center for Education Statistics) found that bachelor's degree completion took about 8 months longer than expected to complete, with freshman and senior levels particularly prone to delays.

The U.S. Department of Education's report on the high school graduating class of 1980, documents what many have claimed about higher education enrollment - that the 'normal persistence' pattern of enrolling full-time following high school graduation and completing a college education without interruption is not at all normal. With stopping out, dropping out and shifts to part-time enrollment, only 19% of the class of 1980 had stayed in college full-time for four consecutive years.

Figure 3 dramatically shows some of the differences that exist among minority groups on the 'fast track'. Asians were overwhelmingly ahead of other minority groups; one of every three Asian in the class of 1980 continued full-time college enrollment for the four year period. In sharp contrast, only one of every twelve American Indians was among this group.

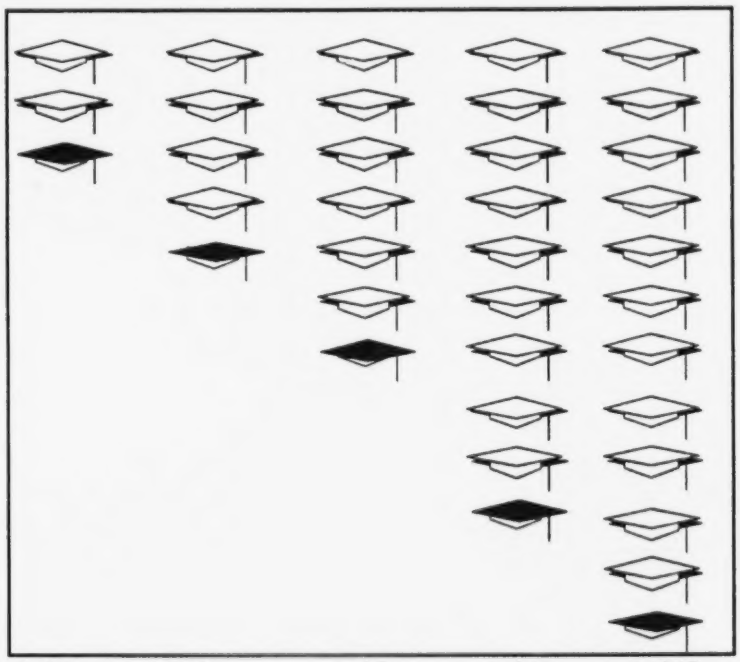
Lin (1988), in his report A Study of Native American Students in a Predominantly White College stated that as a whole, American Indians have achieved the lowest educational levels among all racial minorities. Astin (1982), found that within a four year period, 6% of American Indian students completed college degrees, while 7% of Chicano and Puerto Rican, 12% of Black, and 23% of White students completed degrees. Attempts have been made to uncover factors contributing to poor academic performance of American Indian students. Some of the factors found to be related to low educational achievement are poor high school preparation, financial problems, poor study habits and other 'individually' based factors (Guyette & Heth, 1983; Sandoval, 1978; Scott, 1986).

In his review of available research evidence Lin (1988) pointed out that some researchers have chosen another approach and focused their attention on discovering the secret of success of those few who persist, and are doing well, and are successfully completing their schooling. In a recent study at Minnesota Chippewa Tribal College, Atkin and Falk (1983) identified four major factors which contributed to students' persistence through graduation: personal motivation, adequate parental and financial support, positive faculty responsiveness, and support of friends. In his Wisconsin study, Wilson also had very similar findings; financial aid ranked first as a factor contributing to college completion, followed by family support, having a personal goal, determination, and intelligence (Wilson, 1983).

Whether we are focusing on success or failure, the fact remains that academic performance of American Indian students has not improved much over the years. A statewide survey of Indian education in the State of Washington, reported a 'downward trend in reading and mathematics achievement scores' (Washington Office of State Superintendent of Public Instruction, Olympia, 1984). In yet another study analyzing the long-term performance of minority and non minority students, Wilson found that after four years at a large university, "minority and non minority students were more sharply separated by the cumulative GPA based on all work completed over their undergraduate careers than they were by GPA reflecting work completed during the first semester or first year" (Wilson, 1981). Other researchers have argued that from this

perspective the problem of low academic performance is primarily a matter of motivation. The question that remains unanswered is: why do minority students continue to loose motivation during their college years?

FIGURE 3. College Students on the Fast Track From the High School Class of 1980



Source: High School and Beyond Survey, Nat'l Center For Ed Statistics, 1989

Findings From Selected Program Reviews of Academic Enrichment Programs Similar to RAHI

An extensive literature search for reports on program evaluation of other initiatives to improve minority student achievement and also programs for the gifted and talented was conducted. Most reports encountered had not undertaken program reviews with the intent of following up participants beyond participation in their particular program. Program reviews reported on the academic gains made by participants through the pre-testing and post-testing of participants. The literature, in general, reflected the non-existence of student tracking systems for academic enrichment programs such as RAHI. This in turn has led to a **virtual absence of any accountability mechanisms for monitoring long-term minority progress through bridge programs.**

In the fall of 1986, a pilot honors program was initiated in the San Diego Community College District to meet the needs of highly motivated students. A four-part evaluation of the pilot project was conducted in 1987, involving a survey of the educational and demographic background of all honors students; a telephone survey of all students who dropped an honors class; a student evaluation of honors courses and instructors; and an evaluation of the course, program administration, and students by the faculty. Findings of the evaluation included the following: (1) 276 students enrolled in the honors program in the spring of 1987; (2) 44% of the honors students were over 30 years of age in contrast to 37% of the general population, and 65% had some previous college experience; (3) 17% indicated that the honors program was one of their reasons for enrolling at the college; (4) by the end of the spring term, 34% of the honors students had withdrawn, with the most common reason given being conflict with work schedule; (5) overall 28% of the honors students expressed an appreciation for the individualized instruction, small class size, intellectual challenge, and high standards of the program.

The Department of Educational Accountability, Montgomery County Public Schools in Rockville, Maryland published the Preliminary Study of the MCPS Honors Program evaluating the first year (1983-84) implementation of an expanded high school gifted and talented student Honors Program. The Honors Program included advanced placement courses, advanced level courses, and honors level work in designated MCPS program courses. Data were collected from three sources: (1) student and teacher interviews at six high schools; (2) systemwide enrollment and performance data for the first semester; and (3) telephone interview comments from school administrators and guidance counselors. Findings revealed that the MCPS program was being implemented according to county guidelines in all areas except foreign languages. The curriculum was differentiated and challenging. Honors students believed they were learning more and better. Some of the recommendations included continuing efforts to encourage Black and Hispanic student participation, and adding or subtracting certain Honors Program courses.

Culler (1986), undertook an extensive evaluation sponsored by the Ford Foundation for the California Academic Scholars Achievement Program. In the report Racially Integrating College-Preparatory Math Classes- An Evaluation of a University-High School Partnership, Culler compares student achievements to the goals of the program. The goals were to revitalize the college-preparatory mathematics program of two California high schools, and to increase the number of minority students completing that program. Other goals included establishing collegial relationships between the faculties of the high schools and the University of California at Berkeley, establishing mathematics honors programs, encouraging active involvement by parents and establishing a close working relationship with the Hispanic community. Part of the evaluation focused on examining the academic records of Black students, with an analysis of the program's effect on their performance in mathematics and their persistence in taking mathematics. The evaluation was based on individual and group interviews and classroom observations. The report concluded that although the program was not successful in helping students that began in the slow track to move to the college-preparatory track, it did encourage schools to pay attention to the academic success rate of their minority students.

An evaluation determined the outcome and impact of the project 'A Career Education Program for the Gifted and Talented in Rural Colorado', conducted by the South Central Board of Cooperative Education Services. Results of the evaluation showed that students involved in the project scored higher on instruments measuring preparation for accomplishment of tasks related to life and career skills. The project students were aware of more sources of information and factors to consider in making career choices and were more advanced in their career planning and pursuits as compared to their peers.

Arcuri et al. (1892), reported on data collected for Stockton State College's Academic Skills Program. This academic boot camp is an extremely demanding prefreshmen summer program for disadvantaged students. The program involves a regimen of early morning jogging, daily classes with heavy assignments each day, and intensive afternoon and evening tutoring. Data on the effectiveness of this program were collected over a four year period. The authors of the report pointed out that the ability to make meaningful comparisons between the summer program students and their classmates broke down after the end of the freshmen year. This was so, mostly because of a large influx of transfer students into the cohort and because of the structure of collegewide data gathering. But longitudinal tracking of the summer program students provided some assurance that the benefits of the program are durable. A check on the cumulative GPAs of former summer program students in 1981 produced averages of 1.9 for freshmen, 2.1 for sophomores, 2.4 for juniors, and 2.8 for seniors. Another check on the graduating class of 1982, to see how many of the summer program students of 1978 had survived, yielded a success rate of 62 percent at Stockton. The authors pointed out that these figures did not include students who may have finished elsewhere or who may return to Stockton to finish later.

Another successful precollege summer program for minority students is housed at Xavier University of Louisiana. Carmichael (1982), reporting on the program claimed that in 1980-81, Xavier University of Louisiana placed more Blacks into medical schools than any other U.S. college except Harvard, Michigan, and Howard. The program, Project SOAR (Stress on Analytical Reasoning), is a six-week summer program for prefreshmen developed jointly by the departments of biology, chemistry, mathematics, and physics.

SOAR, as the name implies, is unusual in that it attempts to develop problem-solving ability rather than teach content. Charmichael (1982), pointed out that students consistently respond on questionnaires that they have learned a great deal as participants and that they would recommend the program to others. That they consider it worthwhile was further verified by the fact that such large numbers of students chose to give up a summer of either work or play to participate in a noncredit program that pays no stipends. Analysis of pretests and posttests for the Nelson-Denny Reading Exam and Preliminary SAT each summer have indicated that the program is indeed increasing students' skills. Data collected as a part of this longitudinal study indicated that SOAR participants were twice as likely to complete degree requirements in biology or chemistry from Xavier than were freshmen who entered the same department the same year but did not participate in SOAR. Results of the study also showed a higher proportion of SOAR than non-SOAR students were enrolling in the nation's most prestigious institutions.

Designed and written especially for the small, rural school district is the report Planning, Implementing, and Evaluating a Program in Gifted Education in Small Rural School Districts published by the Halstead Rural High School Districts of Kansas. The report presents a guidance model for developing individualized programs for gifted students in districts faced with the problems of small enrollment, geographical isolation, and lack of financial resources. Included in this report are formats for program evaluation, time lines and checklists for program development.

The University of California at Berkeley's Summer Bridge Program for minorities has evolved into a complex operation of effective retention activity. The Summer Bridge Program served to fill the gaps between the academic competencies, study skills, and social skills of entering minority freshmen as they left high school and the comparable skills necessary for success at the university. Drucker's report The Berkeley Bridge: A Comprehensive Summer Program discussed significant gains that were made by students in reading, writing, math and chemistry. An analysis of college persistence rates for the Summer Bridge Program showed an average of 83% retention between 1975 and 1981.

A more recent report by Fyre (1988), was presented to Denver's Summer Bridge Program Advisory Committee on The Effectiveness of the1988 Summer Bridge Program of the Community College of Denver and Metropolitan State College. This Summer Bridge Program, a partnership between Metropolitan State College and the Community College of Denver, was a five week intensive program at the Auraria Campus involving skill development classes, college sampling classes, career and personal counseling, and a variety of enrichment activities. The overall purpose of this program was to motivate students to pursue college careers. Fyre (1988), on the basis of his evaluation concluded that taken as a whole, reviews of the program suggested that student gains in basic academic skills, self-esteem, and motivation were significant. Overall evaluations by students and staff suggested that the Summer Bridge Program provided a solution to a definite need in the community; created a positive attitude in the students towards college in general and towards the Community College of Denver and Metropolitan State College in particular; was a delightful, positive, enriching, educational experience for all participants; and, that the program be continued for future students.

Drawing from a literature review and survey of community colleges with honors programs, James (1986) presented a series of recommended strategies and tactics for the establishment and continuation of community college honors programs. His recommendations for the 'refinement' of honors programs included distributing the results of informal evaluation and evaluation by external agencies, initiating follow-up studies of graduates of the program and setting up of advisory committee of students and community representatives.

A wide array of strategies have been used by individual institutions to improve the success of minority college students. Excellent overviews exist (see Clewell & Ficklen, 1986; Christoffel, 1986; Richardson, et al., 1987) of the assortment of promising initiatives that have been pursued on various campuses with relative success. **Success, however, comes not just from the process of choosing a strategy, but from the quality and pervasiveness of the commitment to improve minority achievement.**

CHAPTER II.
DESIGN OF THE STUDY

DEFINING STUDENT OUTCOMES FOR RAHI

Measuring the quality of academic programs often seems to be an elusive quest. There are about as many different types of student outcomes as there are individuals who have investigated the field (Ewell, 1985). In understanding student outcomes, some of the distinctions listed below should be kept in mind:

Cognitive Outcomes		**Affective Outcomes**
(a) Gain in knowledge	vs	Changes in attitude or values
(b) Increased knowledge in a particular area	vs	Ability to reason analytically in that subject area
Psychological Outcomes		**Behavioral Outcomes**
(c) Mastery of concepts	vs	Actual job performance
(d) Intentions of completing postsecondary education	vs	Actual enrollment in post-secondary programs and the attainment of advanced degrees

Given the unique characteristics of RAHI, the process of identifying student outcomes for the program is a challenging one. Inspite of the fact that RAHI is considered an honors program, its focus is on serving as a summer preparatory program that provides general academic assistance to upward bound Native students. If gain in knowledge and improved academic skills were to be the sole focus of the student outcomes of RAHI, it would not take long before it became apparent that a six week summer program cannot do wonders for all who might attend. It simply would be naive to think that a brief transitional program can do more than start the process of skill building (Myers & Laridsen, 1982). For RAHI's founders, some positive academic outcomes are indeed important and essential. But in addition to an increase in basic academic skills, RAHI intended that the young people who participated in the program develop a sense of identification with higher education institutions (particularly UAF) and commit themselves to working toward four-year college degrees.

Following are some student outcomes determined to be of value, in assessing the academic contributions of RAHI:

Gain in Knowledge

(a) Evidence of significant increases in Nelson-Denny reading test scores and ACT Math scores, between pretesting, prior to enrolling in a RAHI session, and posttesting, conducted at the conclusion of the session.
(b) Significant increases in grade point averages between cumulative high school junior GPA prior to enrolling in RAHI and final high school GPA subsequent to the RAHI experience.
(c) Alumni evaluation of increased knowledge in specific subject areas offered at RAHI.
(d) Alumni as well as RAHI nominators' (high school teachers or administrators who nominated students for the RAHI program) assessment of educational, vocational, interpersonal and organizational skills taught at RAHI.

Evidence of Being Upward Bound

(a) Alumni intentions of pursuing advanced degrees if they are not currently enrolled in postsecondary programs.
(b) Alumni enrollment in postsecondary courses following graduation from high school.

Changes in Attitudes and Values

(a) Alumni attitudes and values expressed as a response to the following questions:

What is your greatest accomplishment since attending RAHI?
What were RAHI's greatest strengths and weaknesses?
What is your long range occupational goal?

All alumni who have participated in RAHI summer sessions during the period of 1983 to 1988, were selected as the target population for the study. Included in the sample were a total of 255 alumni who were found to have completed RAHI programs. Also included in the study are a total of 167 nominators whose assessment of RAHI was sought.

METHODOLOGY

The present report can be considered as having a cross-sectional research design. The term cross-sectional is used to refer to the one-time collection of data from all students who participated in RAHI programs. The design can be thought of as an informational snapshot of the students at a single moment in their college careers. Such a research design is not without weaknesses and compromises. Some compromises to the internal validity of the study were inevitable. This section of the report documents what kind of information was gained, what was given away and at what price. First, an account of what was gained:

The evaluation of RAHI consisted of several components involving different data sources. These data sources included a review of academic and personal history of each alumnus through RAHI records, a survey of RAHI alumni, a survey of RAHI nominators and telephone follow-ups with alumni who failed to respond initially to the mailed survey. Each of these data sources will be discussed individually.

Review of Academic and Personal History Files for Alumni Through RAHI Records

Specific data collected for all alumni through RAHI records included information on year of enrollment, ethnic group and community of origin, gender, regional corporation to which they belonged, high school cumulative GPA at the time of enrollment, Nelson-Denny Reading pretest and posttest scores, ACT Math pretest and posttest scores and specialty RAHI courses taken by alumni.

RAHI Alumni Survey

Alumni are educational products of RAHI. Therefore, a great deal of time and effort was spent on developing the survey instrument and on soliciting alumni cooperation in responding. The questionnaire was mailed to all 255 alumni. Tea bags were mailed along with the questionnaire to provide inducements for prompt responses.

The alumni survey was comprised of 24 questions divided into four sections. Section A, on general information, included questions on the socioeconomic background of alumni, whether English was the most frequently spoken language by them and their parents, what had transpired in their lives since leaving RAHI, and what their greatest accomplishment had been since attending RAHI. Section B covered assessment of RAHI as an academic enrichment program. Section C dealt with the educational background of parents, educational status, enrollment in postsecondary programs, evaluation of high school study areas, and if not enrolled in postsecondary courses then reasons for not enrolling, etc. The last section, Section D dealt with occupational and vocational interests of alumni. (Refer to Appendix A for a sample of the questionnaire.)

RAHI Nominators' Survey

A total of 167 RAHI nominators were mailed surveys of whom 61 responded to the mailing. The nominators survey had two sections. Section A, on general information dealt with the nominators' familiarity with RAHI. Section B, on RAHI assessment asked recommendations for future improvements to the program. (Refer to Appendix B for a sample of the nominators' questionnaire.)

Telephone Follow-up With RAHI Alumni
Alumni who did not respond initially to the survey questionnaire were contacted by phone. In instances where it was possible to reach alumni themselves, they were asked to respond to the survey questions over the phone. If individuals other than alumni were reached and addresses could be verified, an additional copy of the questionnaire was mailed out.

Review of Enrollment History Records for University of Alaska (non-RAHI) Native Alaskan Students
For purposes of drawing comparisons between college persistence rates of RAHI alumni and their peers, a comparison group was studied. The comparison group consisted of (non-RAHI) Alaskan Native students who have attended the University of Alaska from the same cohorts as RAHI alumni. Enrollment data for this comparison group of students were compiled through the University of Alaska's ISIS database for 1984-86 and the SIS student database for 1987-89. Specific information collected included, semester of entering UA for the first time, all subsequent enrollment at UA, students' part-time /full-time status and information on the degree program these students were enrolled in.

A summarization of the major tasks and task dependencies of the project to assess the RAHI program is provided in the PERT chart in Figure 4. Each of the major methodology phases of the project described in this section are identified along with the time and resource schedules for the tasks.

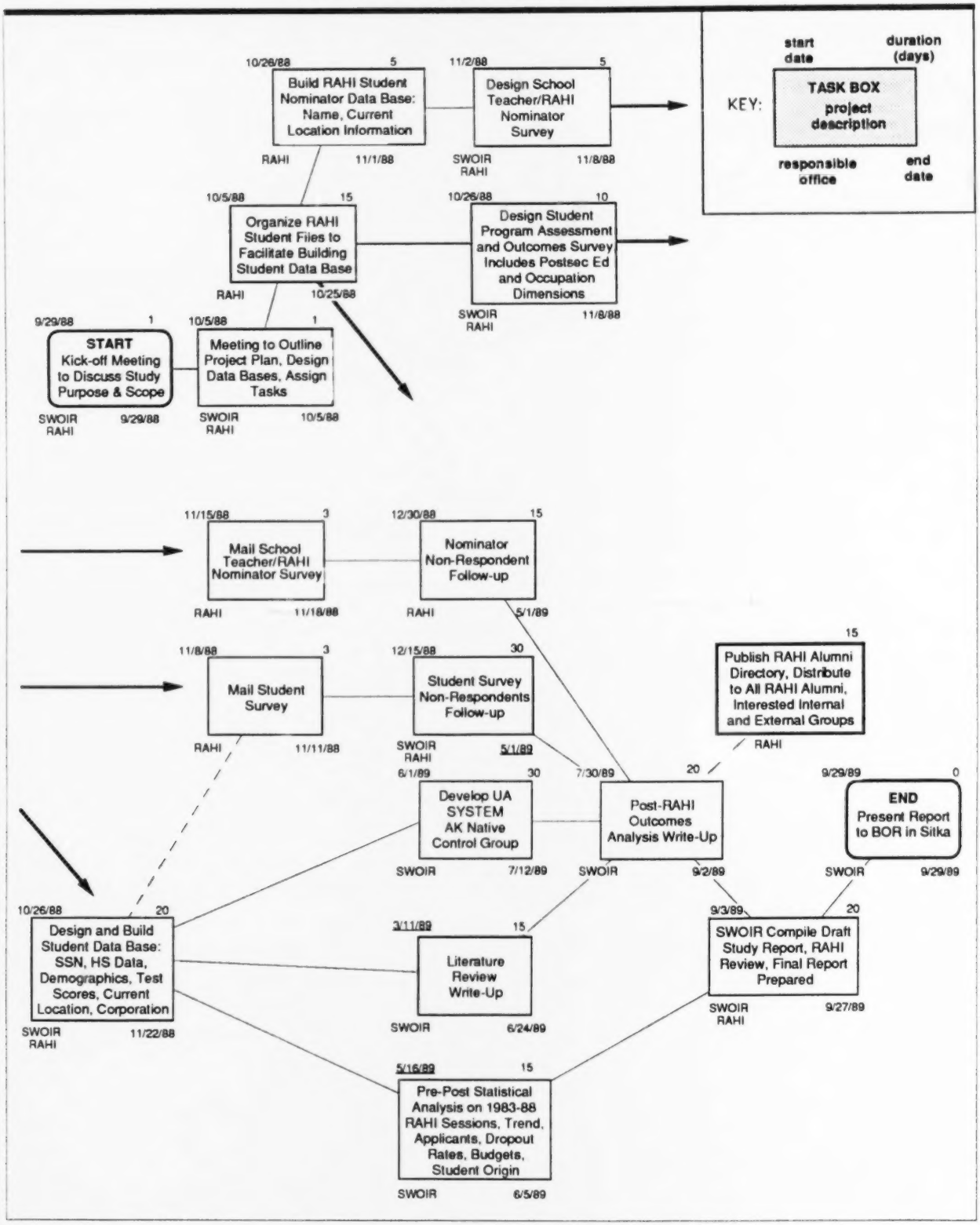
SCOPE OF THE STUDY

Basic to scientific evidence is the process of comparison, of recording differences or of contrast. The concept of controlled comparisons is fundamental to any meaningful analysis of data. Ideally, a control group for RAHI alumni would have been one that was comprised of students that had been selected to participate in RAHI sessions but had failed to enroll. Given the nature of special programs such as RAHI, the possibility of developing such a control group did not exist. In the absence of a control group, we choose relevant comparison groups where possible. Relevant comparison groups for the RAHI alumni are:

(1) Other Native students enrolled in postsecondary institutions in the state of Alaska;
(2) All other students pursuing postsecondary education in Alaska;
(3) Other minority students in colleges and universities in the nation; and
(4) All other students enrolled nationwide.

Other threats to the validity of the the study's findings stem from comparatively low response rates of alumni to the survey for some cohorts. Low response rates are accompanied by some unwelcome conditions -- sample unrepresentativeness, a diminished likelihood of identifying reliable differences, and constraints on the choice of analytical procedures. Even among alumni who did respond, errors can be attributed to a number of sources: inability to obtain complete information; ambiguous responses; differences in interpreting questions; and inability or unwillingness to give correct information.

FIGURE 4. Project Schedule Summary



CHAPTER III.
RESULTS AND DISCUSSION

RESULTS OF THE ALUMNI SURVEY

PART I. Demographic Characteristics of RAHI Alumni

RAHI Enrollment

A total of 255 students enrolled in various RAHI summer institutes . Table 1 lists the distribution of RAHI alumni in each of the summer sessions and provides the breakdown of RAHI alumni that responded to the survey.

Table 1.
RAHI Enrollment and Alumni Survey Response Characteristics by Year

Year	RAHI Enrollment Distribution		Alumni Response Distribution		Alumni Response Rate
	N	%	N	%	%
1983	40	15.7	16	9.4	40.0
1984	46	18.0	25	14.7	54.3
1985	43	16.9	29	17.1	67.4
1986	39	15.3	27	15.8	69.2
1987	41	16.1	31	18.3	75.6
1988	46	18.0	41	24.2	89.1
TOTAL	255	100.0 %	169	100.0%	66.3%

Gender

Of the 255 alumni that enrolled in RAHI's six summer sessions, 162 were females and 72 were males. Table 2 lists the number of males and females enrolled in each session by year and the breakdown for alumni respondents to the survey by gender.

Table 2.
RAHI Enrollment and Survey Response by Gender

RAHI 1983-88 Year	Enrollment by Gender				Survey Response by Gender			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
1983	19	47.5	21	52.5	5	31.3	11	68.7
1984	16	34.8	30	67.4	9	36.0	16	64.0
1985	15	34.8	28	65.1	9	31.0	20	69.0
1986	12	30.8	27	69.2	10	37.0	17	63.0
1987	17	41.4	24	58.5	12	38.7	19	61.3
1988	14	30.5	32	69.5	16	39.0	25	61.0
TOTAL	93	36.4	162	63.9	61	36.0	108	63.9

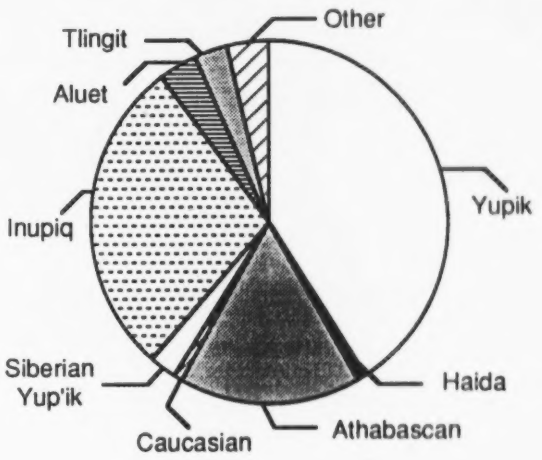
Ethnic Origin

Table 3 describes the ethnic origin of RAHI alumni. The largest group of Native Alaskans were those of Yupik origin. Other ethnic groups significantly represented were the Inupiq and Athabascans.

Table 3.
RAHI Alumni by Ethnic Group

Ethnic Group	N	%	Cumulative %
Yupik	105	41.2	41.2
Inupiq	72	28.2	69.4
Athabascan	41	16.1	85.5
Aleut	9	3.5	89.0
Tlingit	7	2.7	91.7
Siberian Yup'ik	6	2.4	94.1
Caucasian	3	1.2	95.3
Haida	2	0.8	96.1
Other	10	3.9	100.0

Figure 5.
Ethnicity of RAHI Alumni



Alumni Membership in Regional Corporations

Of the 255 RAHI alumni, 90 belonged to Calista Corporation. Other corporations that had members significantly represented among the alumni were NANA, Doyon and Bering Strait. Table 4 shows the distribution of RAHI alumni by their membership in Regional Corporations.

Table 4.
Alumni Membership in Regional Corporations

Name of Corporation	N	%	Name of Corporation	N	%
Calista	90	35.2	Aleut	5	1.9
NANA	39	19.2	Athna	5	1.9
Doyon	29	15.2	Cook Inlet Region	2	0.7
Bering Strait	29	11.3	Kaverak	2	0.7
Bristol Bay	8	3.1	Thirteenth	2	0.7
Arctic Slope	8	3.1	Konaig	2	0.7
Sea Alaska	8	3.1	Savoonga	2	0.7
			Unknown	4	1.5

Sources of Financial Assistance Received by Alumni

Table 5 lists the various sources of financial assistance received by RAHI alumni that responded to the survey. The most commonly reported sources of financial assistance were Alaska State Student Loans,

Pell Grants, and Native Corporation Student Financial Aid. While examining the figures in Table 5 it should be kept in mind that some of the alumni who responded to the survey had not received any financial assistance and others indicated more than one source of assistance.

Table 5.
Sources of Financial Assistance For Survey Respondents

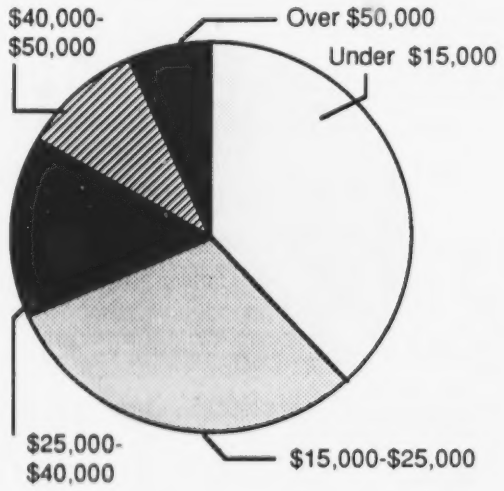
Type of Assistance	N	%
Alaska State Student Loan	52	28.6
Pell Grant	45	24.7
Native Corporation Student Financial Aid	42	23.1
BIA Financial Assistance	24	13.3
Guaranteed Student Loan	8	4.4
SEIG (State Educational Incentive Grant)	6	3.3
JPTA (Job Partnership Training Act)	3	1.6
ROTC Financial Assistance	2	1.1
TOTAL	182	100.0 %

Socioeconomic Background of Alumni
Of the 169 alumni that responded to the survey, 132 indicated their family's socioeconomic status. Their responses are summarized in Table 6 and Figure 6.

Table 6.
Socioeconomic Status of Alumni Parents

Income	N	%
Under $15,000	50	38%
$15,000 to $25,000	41	31%
$25,000 to $40,000	19	14%
$40,000 to $50,000	14	11%
Over $50,000	8	6%
TOTAL	132	100%

Figure 6.
Socioeconomic Status of Alumni Parents

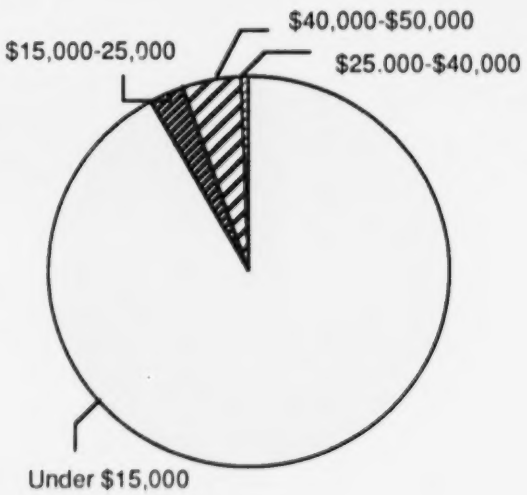


A total of 149 alumni reported their own total yearly income. Responses with regards to their socioeconomic background are summarized in Table 7 and Figure 7.

Table 7.
Socioeconomic Status of Alumni

Income	N	%
Under $15,000	137	92%
$15,000 to $25,000	4	3%
$25,000 to $40,000	7	4%
$40,000 to $50,000	1	1%
Over $50,000	0	
TOTAL	149	100%

Figure 7.
Socioeconomic Status of Alumni



Use of English Language by Alumni and Their Parents
Tables 8 and 9 summarize alumni responses to questions about whether English was the most frequently spoken language by them and their parents.

Table 8.
English As Most Frequently Used Language - Alumni

Usage of English	N	%
Yes	128	87.6
No	18	12.4
TOTAL	146	100 %

Table 9.
English As Most Frequently Used Language - Parents of Alumni

Usage of English	N	%
Yes	104	67.9
No	49	32.1
TOTAL	153	100 %

Educational Background of Alumni Parents
Alumni responses to the survey indicate that over forty percent of their parents did not attend or finish high school. Table 10 describes the educational level of alumni parents.

Table 10.
Educational Level of Alumni Parents

Educational Level	Father		Mother	
	N	%	N	%
Did not attend or finish high school	66	45	68	44
Graduated from high school or attained GED	39	27	46	30
Attended college/vo-tech school/institute	31	21	29	19
Graduated from college with a bachelors degree	11	7	11	7
TOTAL	147	100%	154	100%

Occupational Status of Alumni

Table 11 describes alumni responses to their primary vocation or job category. Not all alumni that responded to the survey indicated their occupation. Others picked more than one of the occupational categories. Sixty-eight percent of survey respondents considered themselves primarily students. That figure in itself underscores the success RAHI has had in molding the educational careers of Alaskan Native students.

Table 11.
Occupational Status of Alumni

Occupation	N	%
Student	**91**	**67.9**
Not employed not by choice	8	6.0
Teacher Aide/Teacher	7	5.2
Office support worker/Clerical	7	5.2
Homemaker	6	4.5
Fisherman/seafood processing/farmer/trapper	5	3.7
Military service/ government official	3	2.2
Skilled craftsman/Carpenter/Mechanical	2	1.6
Business officer/accountant/sales person	2	1.6
Subsistence provider	1	0.7
Tourism	1	0.7
Not employed by choice	1	0.7
Social service worker	0	0.0
Aviation support/pilot	0	0.0
TOTAL	134	100 %

Alumni were asked to identify factors that had proven to be important in finding jobs. Direct application to employers was the approach identified most often. Table 12 lists other factors selected by the alumni. Once again survey respondents had the option of indicating one or more factors that had contributed to their finding employment. The total N of 47 in Table 12 therefore does not indicate responses from 47 alumni. Most alumni (68 %) had already indicated earlier that they were primarily students and therefore questions regarding their employment were not applicable.

Table 12.
Factors Important in Finding a Job

Factors	N	%
Direct application to employer	15	31.9
Friends and relatives	9	19.1
Teacher or faculty members assistance	8	17.0
Newspaper ad	6	12.9
Employment agency	5	10.6
University placement office	4	8.5
TOTAL	47	100%

Activities Alumni Engaged In After Graduating From RAHI

The survey asked alumni to indicate what activities they had engaged in following their RAHI experience. Table 13 provides the breakdown of activities the alumni engaged in by their year of enrollment. It should be noted, that it was possible for an alumnus to list more than one activity or none at all.

Table 13.
Activities Alumni Engaged In Following The RAHI Experience

Activities Alumni Engaged In After Leaving RAHI	Percentage of Response by Year					
	1983 (N=38) %	1984 (N=40) %	1985 (N=47) %	1986 (N=46) %	1987 (N=38) %	1988 (N=21) %
Gotten married	10.5	10.0	8.5	2.2	2.6	0.0
Had children	13.2	10.0	10.6	6.5	5.3	4.8
Been a subsistence provider	10.5	5.0	4.3	13.0	15.8	4.8
Been active in native corporation	8.0	12.5	4.3	2.2	7.9	19.0
Attended a college or vocational school	**36.8**	**45.0**	**42.5**	**41.3**	**44.7**	**19.0**
Volunteer for social service agencies	10.5	10.0	10.6	17.4	7.9	14.3
Served as local school board member	0.0	0.0	4.3	2.2	0.0	9.5
Served in the armed forces	0.0	0.0	12.8	10.9	15.8	23.8

The activities Native students had engaged in ranged from having gotten married to having been an unpaid volunteer for social service agencies. The most significant set of responses in Table 13 are those in the highlighted row pertaining to the percent of alumni indicating enrollment in a college or vocational school. The high proportion of students from each RAHI cohort indicating college attendance underscores the commitment of these students in continuing their education. If the proportion of 1988 RAHI alumni indicating college attendance seems low, it is because this RAHI cohort was comprised of seniors in high school at the time of responding to the survey.

PART II. Academic Assessment

High School GPAs at the Time of Enrollment

Students selected for participation in RAHI are, among other criteria, selected on the basis of superior academic performance in high school. Table 14 on the distribution of GPAs of RAHI alumni at the time of enrolling in the program reflects this selection procedure. None of the students enrolled in the program had a GPA lower than 2.0 and 184 out of 255, i.e. 72% had GPAs higher than 3.0.

Table 14.
Distribution of High School GPAs at the Time of Enrollment in RAHI

GPA	Year of Enrollment '83	'84	'85	'86	'87	'88	Total	%
2.00 to 2.50	1	2	0	1	1	0	5	2.0
2.50 to 3.00	4	1	4	7	14	3	33	12.9
3.00 to 3.50	8	32	21	17	16	24	118	46.3
3.50 to 4.00	7	10	14	14	10	11	66	25.8
TOTAL	20	45	39	39	41	38	255	100 %

Cumulative GPAs at High School Graduation Following Participation in RAHI Summer Session

Being an academic enrichment program, RAHI expects from its graduates a higher level of academic performance on their return to their respective high schools. Distribution of final high school GPAs for alumni are listed in Table 15. Of 115 alumni that indicated their final high school GPA, only 8 alumni graduated with a GPA lower than 3.0.

Table 15.
Final High School GPA of Alumni

GPA	Year of Enrollment '83 N	'84 N	'85 N	'86 N	'87 N	'88 N	Total N	%
2.5 to 3.0	1	1	2	2	2	0	8	6.9
3.0 to 3.5	3	9	9	10	8	6	45	39.2
3.5 to 4.0	6	8	12	9	13	14	62	53.9
TOTAL	10	18	23	21	23	20	115	100 %

Nelson-Denny Reading Pretest and Posttest Scores

The Nelson-Denny Reading test is administered to all RAHI students prior to enrolling in a summer session and again at the conclusion of each session. Tables 16 and 17 provide a distribution of these scores by year of enrollment in RAHI.

Table 16.
Distribution of
Nelson-Denny Reading Pretest

Year	Scores		
	6-10	11-14	15-17
83	22	9	2
84	30	13	3
85	26	15	2
86	24	11	4
87	21	9	11
88	13	28	5

Table 17.
Distribution of
Nelson-Denny Reading Posttest

Year	Scores		
	5-10	11-14	15 -22
83	30	8	1
84	21	21	4
85	19	21	3
86	17	6	6
87	14	15	10
88	4	33	9

The correlated samples t test was computed to determine if the pretest and posttest means were significantly different. This form of the t test is also referred to as the matched t test, the paired t test, or the dependent t test. The test is appropriate in situations where each of the data observations in the first group is logically tied to one of the scores in the second group. This would be a research situation in which a single group of subjects is measured twice, for example, measured under two different treatment conditions or before and after a common experience. In these circumstances each score in the first group is logically tied to a specific score in the second group because it is from the same person. Results of this t test for correlated means between the Nelson-Denny Reading pretest and posttest scores are summarized in Table 18.

Table 18.
Difference Between Nelson Denny Reading Pretest and Posttest Scores

Year	Mean Pretest	Mean Posttest	t value	Significance
1983	8.82	8.26	-2.56	.01
1984	9.36	10.53	4.57	.00
1985	9.46	10.63	4.59	.00
1986	9.86	10.44	2.37	.02
1987	10.32	11.19	1.69	.09
1988	11.37	12.64	3.51	.00

RAHI cohorts of 1984, 1985, 1986, and 1988 had significant positive increases in their reading scores as measured by the Nelson-Denny Reading test. The 1983 RAHI cohort shows a significant decline in reading ability following the RAHI session, and in 1987 RAHI participants showed no substantial difference in reading ability between pretesting and posttesting.

ACT Math Pretest and Posttest Scores

Along with the Nelson-Denny Reading test, the ACT Math test is also administered to all RAHI students prior to their participation in RAHI and at the conclusion of their session. Tables 19 and 20 provide a breakdown for the ACT pretest and posttest scores by year.

Table 19.
ACT Math Pretest

Year	Scores 6-10	11-14	15-17
1983	8	29	3
1984	20	21	5
1985	21	17	5
1986	18	17	4
1987	3	29	9
1988	4	22	20

Table 20.
ACT Math Posttest

Year	Scores 5-10	11-14	15 -22
1983	30	5	5
1984	15	21	10
1985	11	24	8
1986	17	18	4
1987	4	21	16
1988	3	19	24

As shown in Table 21 RAHI cohorts of 1983, 1984, 1985, 1987, and 1988 had significant positive increases in their math scores as measured by the ACT Math test. The 1986 RAHI cohort showed no substantial difference in math ability between pretesting prior to the RAHI session and posttesting following RAHI.

Table 21.
Difference Between ACT Math Pretest and Posttest Scores

Year	Mean Pretest	Mean Posttest	t value	Significance
1983	13.76	19.30	5.94	.00
1984	11.50	13.60	3.08	.00
1985	10.41	15.06	6.38	.00
1986	12.33	11.58	-0.81	.42
1987	16.19	18.50	3.06	.00
1988	18.32	20.23	5.78	.00

Alumni Ratings of How Beneficial Various Subjects Taught in High School Were
Respondents to the alumni survey indicated how beneficial certain subject areas taught in high schooll were. Alumni responses are summarized in Tables 22 through 25.

Table 22 provides the proportion of ratings for Environmental Studies/Ecology, General Science, Life Science/Biology, and Earth Science/Geology. Alumni ratings indicate that Ecology was not commonly available at most high schools attended by alumni, and that most alumni considered course offerings in General Science, Life Science and Earth Science to be either average or outstanding.

In Table 23 alumni responses show that Economics for the most part was not a subject that survey respondents had been exposed to. High school courses in American History and Western civilization were highly rated by the alumni.

As shown in Table 24 about 50% of respondents had either not taken Economics or it had not been provided at their high school. The same was true for Chemistry. Mathematics on the other hand was a course that the alumni had greatly benefited from. High school courses in Mathematics have earned the highest proportion of "Outstanding" ratings when compared to all other high school courses offered.

Statistics in Table 25 reveal that 90% of the respondents had not had the opportunity to enroll in courses dealing with the Pacific Rim Cultures either at their high schools. Courses in Alaska Native Claims Settlement Act and Alaska History that are also taught at RAHI got high ratings from the alumni.

Table 22.
Proportion of Alumni Ratings of High School Subject Areas

Ratings	Environmental Studies/ Ecology (N=136)	General Science (N=138)	Life Science/ Biology (N=140)	Earth Science/ Geology (N=139)
Outstanding	02.9	12.3	20.0	08.6
Average	26.5	**54.3**	**46.4**	**45.3**
Poor	09.6	12.3	10.0	09.3
Not used	18.4	18.8	20.0	25.9
Not provided at high school	**42.6**	04.3	03.6	10.9

Table 23.
Proportion of Alumni Ratings of High School Subject Areas

Ratings	Economics (N=139)	Political Science (N=137)	American History (N=144)	Western Civilization/ World History (N=140)
Outstanding	08.6	13.1	16.o	08.6
Average	24.5	26.3	**56.2**	**48.6**
Poor	07.2	10.2	11.1	07.8
Not used	25.9	**30.7**	15.3	22.9
Not provided at high school	**33.8**	19.7	01.4	12.1

Table 24.
Proportion of Alumni Ratings of High School Subject Areas

Ratings	Physical Science (N=137)	Chemistry (N=134)	Mathematics (N=109)
Outstanding	13.1	24.6	38.5
Average	26.3	14.9	**42.2**
Poor	10.2	13.4	14.7
Not used	**30.7**	08.2	01.8
Not provided at high school	19.7	**38.9**	02.8

Table 25.
Proportion of Alumni Ratings of High School Subject Areas

Ratings	Pacific Rim Cultures (N=138)	Alaska Native Claims Settlement Act (N=142)	Alaska History (N=146)
Outstanding	03.6	28.2	18.5
Average	03.6	**39.4**	**48.6**
Poor	02.2	07.7	11.7
Not used	29.0	10.6	13.0
Not provided at high school	**61.6**	14.1	08.2

Reasons for Not Attending Postsecondary Institutions and Plans to Enroll in the Future

The survey asked alumni to identify what factors contributed to their dropping out of school. Sixteen listed financial reasons, 13 felt it was from a lack of motivation, 4 indicated it was from having gotten married, and 3 indicated academic problems. Alumni were asked to identify reasons other than academic, financial, motivational or marital, for not continuing in postsecondary education. Some of the reasons in decreasing order of frequency were, children, child-care, or pregnancy; family reasons or personal problems; job priority or interference; not ready, or not mature yet; and a procedural problem with financial aid and registration. Most of the reasons expressed for slow progress in postsecondary education are largely predictable and not surprising.

If the alumni were not attending postsecondary institutions the survey asked them if they had plans of enrolling in the future. Table 26 lists the alumni responses to this question by year of enrollment.

Table 26.
Plans For Enrollment in Postsecondary Institutions

Year of Enrollment in RAHI	No	Yes
1983	0	10
1984	2	12
1985	2	11
1986	0	13
1987	0	9
1988	1	28

How Helpful was RAHI in Preparing Alumni for College

Alumni indicated how helpful RAHI had been in preparing them for college. They responded to questions on whether their major in college was related to their speciality course in RAHI. Alumni responses are summarized in Tables 27 and 28.

Table 27.
How Helpful RAHI Was In Preparing Alumni For Postsecondary Education

Alumni Response	N	%
Very helpful	61	56
Helpful	41	38
Little help	5	4
No help	0	0
Not applicable	1	0.9
TOTAL	108	100

Table 28.
Alumni College Major Related To RAHI Speciality Course

Alumni Response	N	%
Yes	57	54
No	46	44
TOTAL	103	100

Long Range Career Goals

Commenting on long-range career goals, 108 alumni or some 42% of survey respondents shared their thoughts. The most common response, 51 of 108 was explicitly 'undecided'. Others specified the level of educational attainment they hoped to achieve before choosing a career. The second most common goal identified was 'teaching' or 'education', with levels varying from elementary through postsecondary teaching positions. The third most common response reflected aspiring business entrepreneurs, followed by alumni

hoping to go on to technical professions, including engineers, lawyers, physicians, computer scientists, biologists etc. Table 29 lists alumni long-range career goals along with the frequency with which they were chosen.

Table 29.
Alumni Long-Range Career Goals

Goals	N	% (N=108)
Undecided	51	47.2
Teaching/Education	43	39.8
Engineers	2	1.8
Lawyers	2	1.8
Physicians	2	1.8
Computer scientists	2	1.8
Nursing/health care	2	1.8
Archaeologists	2	1.8
Biologists	2	1.8

In the identification of employers, and again in the statement of long-term career goals, there is consistent strength of commitment by RAHI alumni to education and teaching, irrespective of how far along they are in their own postsecondary educational experience. It is noteworthy that careers in business do not appear as popular as those in education. It is also noteworthy that students continuing in postsecondary academic experiences after RAHI are tending to keep their career options open ('undecided') pending meeting their own educational objectives. The strength of interest in teaching and related educational careers may be evidence that RAHI itself was a sufficiently stimulating educational experience to have influenced career interest for it's alumni.

Employers of Alumni

Alumni were asked to identify their employers if they were working. Although RAHI alumni are mostly younger than 24 years old, 50 out of the 169 respondents (29%) identified employers with sufficient detail that it was possible to discern the type of work they were engaged in. The largest block of respondents identified an employer or supervisor that is associated with some part of educational systems. The types of positions among these included teacher's aides in rural Alaska school districts, work-study positions and student-teaching among currently enrolled college (full-time) students, and university employment by alumni who are taking courses part-time.

PART III. Overall Assessment of RAHI Experience by Alumni

Skills Developed at RAHI

RAHI alumni were asked to judge how helpful the RAHI experience had been in building various skills that have traditionally been seen as important outcomes of any educational experience that helps prepare one for college. From examining the results it is evident that students who attended RAHI have made significant strides in learning skills that will enable then to persist in undergraduate programs at any institution.

Figures 8 and 9 detail how alumni responded to questions like, "did RAHI help you become better prepared for a career," and "did RAHI help you become better prepared for college life." As Figure 8 shows, most alumni believed RAHI had been helpful in making them better prepared for college. None of the 146 alumni perceived their RAHI experience as "no help" in their career preparation. There was more overwhelming support in alumni responses for RAHI in the question dealing with preparation for college life. Once again nearly 90% of the alumni claimed RAHI was either helpful or very helpful.

Figure 8.
Better Prepared For A Career?
(N= 146)

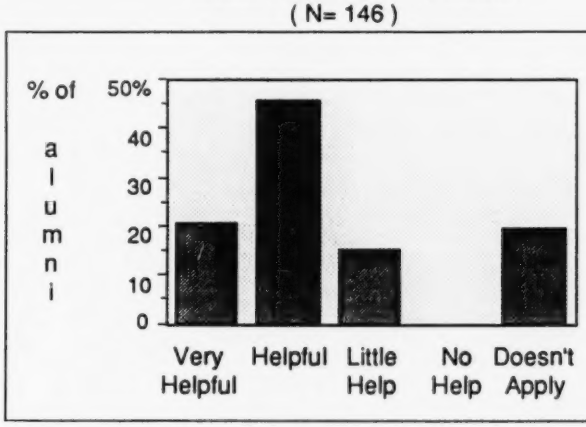
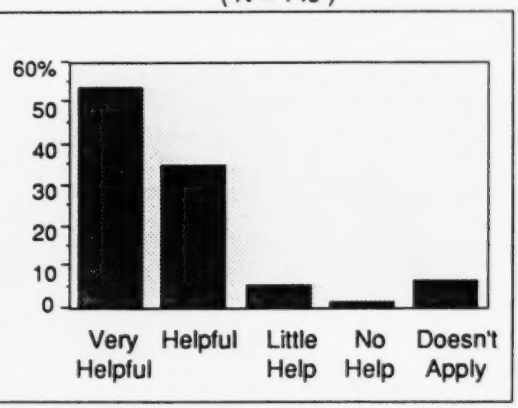


Figure 9.
Better Prepared For College Life?
(N = 149)



Figures 10 and 11 have a similar story to tell, and responses of alumni as seen in both figures would contradict any critic of summer enrichment programs. Alumni are reporting substantial gain in leadership skills and technical knowledge.

Figure 10.
Improved Leadership Skills?
(N= 149)

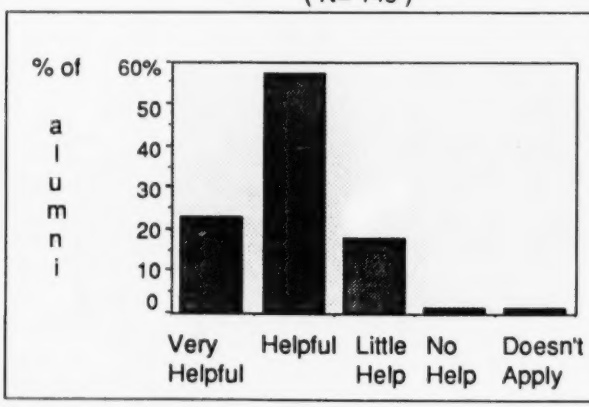
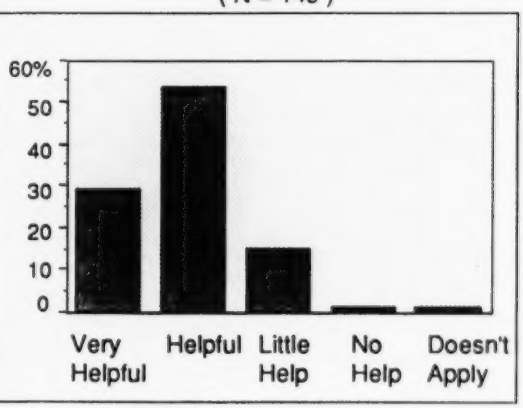


Figure 11.
Improved Technical Skills?
(N = 149)



When asked if attending RAHI had increased their chances of obtaining job promotions, a large portion of alumni either pointed out that it was a question that didn't apply to them (68% of them are currently either in high school or college) or that RAHI had been little help. If their responses in Figure 12 suggest that alumni do not view their RAHI experience as a credible and valid reason for expecting job promotions in the future it may be so because most have yet to join the work force. Figure 13 on the other hand has statistics showing alumni perceptions to be nearly unanimous in RAHI being helpful in increasing their research and library skills.

Figure 12.
Increased Chances For Job Promotions?
(N= 149)

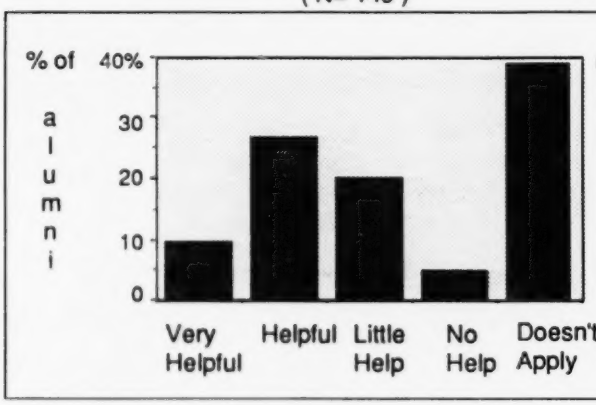
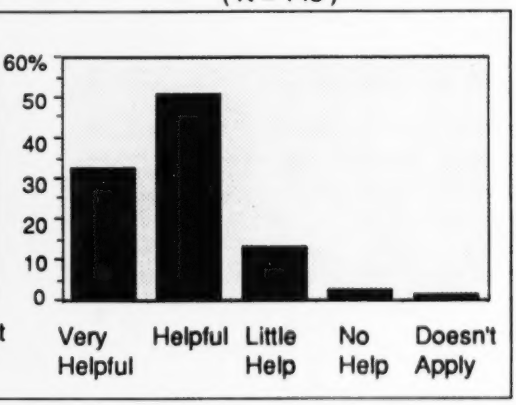


Figure 13.
Increased Research and Library Skills?
(N = 148)



Alumni responses in Figures 14 and 15 suggest that these students have had an increased understanding of organizations and an increase in their human relations skills from having participated in RAHI summer programs.

Figure 14.
Increased Understanding of Organizations?
(N= 146)

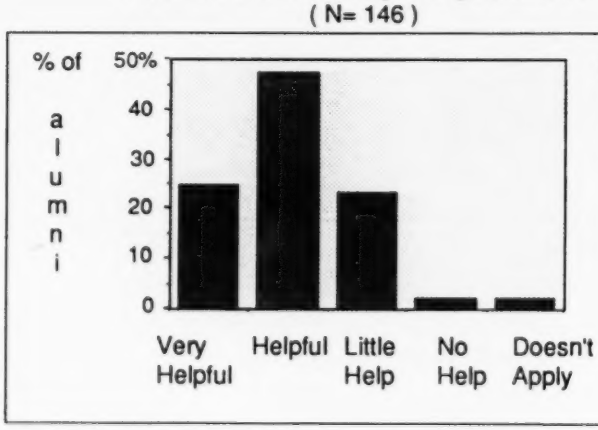
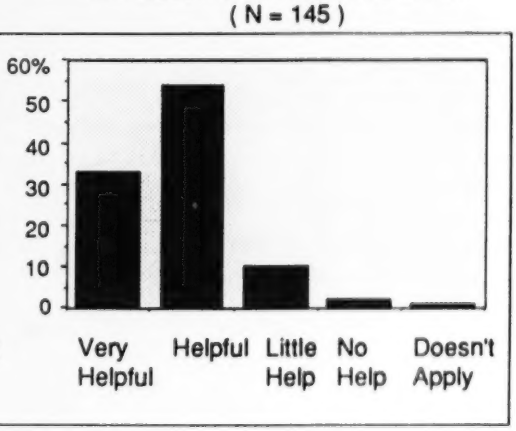


Figure 15.
Increased Human Relations Skills?
(N = 145)



Willingness To Recommend RAHI to Others

In assessing RAHI, alumni were asked if they would recommend RAHI to others. Their responses are summarized in Table 30.

Table 30.
Alumni Willingness To Recommend RAHI To Others

Year	Alumni That Responded to the Survey (N = 169)	Those That Would Recommend RAHI To Others (N = 141 / 83 %)
1983	16	15
1984	25	21
1986	27	26
1987	31	20
1988	41	32

Testimony to the fact that RAHI graduates considered their participation in RAHI a very beneficial experience is their willingness to recommend the program to others. As shown in Table 30, 83% of survey respondents indicated that they would not hesitate in recommending RAHI to their peers.

Alumni Assessment of Their Greatest Accomplishment Since Attending RAHI
The survey asked alumni to describe what their greatest accomplishment was since leaving RAHI. Some 125 alumni took this opportunity to identify what they considered their accomplishments to be. An overwhelming majority indicated some form of postsecondary academic achievement as their major accomplishment. "Getting into, and staying in college," was a typical response. A number of alumni identified secondary school triumphs ("graduating from high school as valedictorian," and "becoming class president," for example).

The second dominant theme in the response to what their accomplishments were, revolved around identifying increases in self-confidence, independence or some other variant of self-esteem. Typical responses here included "able to work on my own towards college and career goals," "development of positive, can-do feeling about myself." Other responses commonly expressed by alumni included such things as holding down a job, marriage, or raising children.

Alumni Responses to -- What Were RAHI's Greatest Strengths?
Over 95% of all survey respondents commented on RAHI's strengths. Positive comments covered every facet of RAHI: support staff, instructors, encouragement, academics, making friends from faraway places, outings, rigor and hard work, college familiarization, etc. Virtually every course offered in RAHI was specifically identified by one or more students as their favorite. Typical comments included "RAHI was well organized; great dorm staff; instructors helpful and committed," "making sure students can handle excessive work, and still have fun," "academic and social preparation for university," "treating us like college students was helpful later on in adjusting to new lifestyles," etc. The very fact that over 95% of the respondents articulated their ideas of what made RAHI strong and valuable to them personally, is further evidence of an appreciative body of alumni.

Alumni Responses to -- What Were RAHI's Greatest Weaknesses?
RAHI's weaknesses drew comments from 133 of 169 (79%) responding alumni. The most common response was "none" or "I can't think of any". The second most common set of responses addressed the fact that RAHI did not last long enough. Of the 169 respondents, 18 thought the RAHI session was "too short." Other complaints included: early morning runs, evening curfew, or both; homesickness; RAHI being too restrictive or over structured; and lack of driver education courses. Many of the alumni who found some weakness in RAHI did so in a constructive, thoughtful manner. For example: "the schedule was too structured & enforced - not like it is in college," and " lack of follow-up with students after RAHI, write and phone, don't let anybody give up [attending college]," "why use study halls?, why not study in the library with some supervision?" Finally, some of the remaining responses to RAHI's weaknesses were made in jest. "Sleep deprivation" and "hard beds" belong to the category of cheerful grousing.

RESULTS OF THE NOMINATORS' SURVEY

Years Employed at School

The application process for RAHI requires that a prospective RAHI participant be nominated by a high school teacher or administrator familiar with the academic performance of the individual. A total of 61 nominators who in the past nominated students for RAHI participation responded to the survey. The nominators' survey asked respondents to indicate the number of years they had been with the school they are currently employed at. Table 31 summarizes their responses.

Table 31.
Years Employed at School

Years employed at school	N	%
Less than 5	43	70
5 -10	14	13
More than 10	4	7

Nominator Familiarity With Rural Alaska Honors Institute

Nominators expressed their familiarity with RAHI based on the following classification:

Very Familiar -	helped students apply, heard their reactions, saw their reports, watched them develop thereafter, heard much RAHI comment, interacted with RAHI on numerous occassions, know the aims and personnel of the program.
Quite Familiar -	helped students apply, saw them upon their return, have a reasonable sense of how RAHI program operates from firsthand and indirect comment.
Somewhat Familiar -	heard enough about RAHI to be interested in learning more, perhaps to encourage promising students to seek admission.
Barely Familiar -	know of RAHI's existence but do not have an overall impression of its strengths and weaknesses without researching or discussing with colleagues/students.
Unfamiliar -	This is the first encounter I have ever had with RAHI.

Results of the survey indicate that a majority of the nominators considered themselves to be quite familiar with the RAHI program. Table 32 lists nominator responses to the question on how familiar they were with the functioning of RAHI. Most nominators considered themselves to be "quite familiar".

Table 32.
Nominator Familiarity With RAHI

Familiarity	N	%
Very familiar	15	22
Quite familiar	37	55
Barely familiar	11	17
Unfamiliar	4	6

Nominator Experiences in Getting Information About RAHI

Nominators were asked to circle the response that best characterized their experience in getting information about RAHI. The possible responses were: easily available from various sources; available, informative but incomplete; marginally available, hard to find, slow to arrive, doesn't answer my question; inaccessible, hard to get information, frustrating; and availability unknown, unsure where to obtain information. The majority of the nominators found information easily available. Nominator responses and the frequency with which they were selected is provided in Table 33.

Table 33.
Nominators Experiences In Getting Information About RAHI

Information availability	N	%
Easily available	43	63
Available	14	21
Marginally available	3	4
Inaccessible	4	6
Availability unknown	4	6

Number of Students Eligible For RAHI Who Nominators Communicate With

RAHI recruits academically promising students in their junior year in high school. Nominators were asked to indicate the number of students they communicate with each year who can be considered eligible for applying to RAHI. Not all nominators returning the survey responded to the question. An overwhelming majority of those who responded indicated they were in contact with between five and ten students each year, who could be considered eligible for RAHI. Table 34 has the summary of nominator responses regarding contact with eligible student.

Table 34.
Students Eligible For RAHI Who Nominators Communicate With

Number Of Students	N	%
More than 40 eligible	1	1
Between 20 and 50	1	1
Between 10 and 20	3	5
Between 5 and 10	21	31
No response	35	62

Nominators Views of the Application Process

The RAHI application process is viewed by most nominators to be a clear or reasonably clear process. Table 35 provides details on the nominators evaluation of the RAHI application process.

Table 35.
Nominators View of RAHI Application Process

Application process	N	%
Clear process	25	40
Reasonably clear	30	48
Confusing experience	1	2
Negative experience	1	2
No information to form an opinion	5	8

Overall Preparedness of Students Applying to RAHI

One of the views commonly held by RAHI staff was that there has been a steady improvement in the preparedness of students applying to and accepted by RAHI. Nominators were asked to indicate what they considered to be responsible for this improving trend.

Table 36.
Preparedness of Students Applying to and Accepted by RAHI

Views of Nominators	N	%
Students better prepared because of improvements in rural schools	22	41
Students preselecting themselves as RAHI is recognized more	4	7
Both of reasons mentioned above	28	52

In addition to the areas of student improvement mentioned in Table 36 that the nominators rated, they were also asked to comment on why they thought RAHI applicants have steadily improved in the academic skills they were bringing to the program. Following are four typical statements of the 22 who did comment:

(1) " Values in rural communities are slowly shifting to favor academic education."
(2) " Teachers are remaining longer at (rural) schools, building values."
(3) " Student's language skills (in English) have become noticeably better since RAHI was founded."
(4) " RAHI's reputation makes students come to it with very serious attitudes."

Assessment of RAHI Goals

RAHI emphasizes academics, leadership skills and social skills as major goals for its participants. Nominators were asked to assess the combination of RAHI goals. None of the nominators considered RAHI goals to be too ambitious. Nominator's responses are listed in Table 37.

Table 37.
Nominator Assessment of RAHI Goals

Nominators assessment	N	%
Too ambitious	0	0
About right	64	97
Lacking in some areas	3	3

If the nominators found RAHI deficient in it's emphasis on academics, leadership, and social skills, then they were asked to indicate what they would consider adding. Two of the three respondents who thought RAHI goals were lacking in some areas commented further. Their comments were, "RAHI should have a final activity, during which students are 100% on their own, as a foretaste of self-discipline at college", and the other less specific was "student's self-concepts: do you address that?"

Should High School Seniors be Admitted to RAHI?

Whether high school seniors should be admitted to RAHI or not has been a widely debated issue. Nominators were asked to indicate if they favored admitting some high school seniors into RAHI along with the class made up predominantly of juniors. Listed below in Table 38 are their responses.

Table 38.
Nominator Views on Admitting High School Seniors to RAHI

Nominators views	N	%
Yes	31	50
No	31	50

As reflected in Table 38, nominators were evenly divided on the question of whether RAHI should admit high school seniors along with the juniors it currently admits. In a follow-up question 53 of the 61 respondents expressed why they were for or against the issue. A typical comment supporting the inclusion of seniors was, "students mature, and are more ready for RAHI". Typical comments against the idea were, "there are already more students than RAHI can afford to handle, and juniors benefit high schools more by virtue of returning for their senior year."

Students Eligible For RAHI Who Choose Not to Apply

One of the other commonly held beliefs at RAHI is that , in any given year there are several qualified students who do not apply for some reason. Nominators were asked if they believed this to be true, and also if it was true, then how many qualified students they estimated to be not applying for admission to RAHI. Tables 39 and 40 describe the nominator responses.

Table 39.
Nominator Beliefs Regarding Qualified Student Who Don't Apply To RAHI

Are there qualified students year that don't apply to RAHI?	N	%
Yes	49	81
No	11	19

Table 40.
Nominator Assessment of Number of Students Who Don't Apply

Number of qualified students who don't apply	N	%
Less than 5	31	81
Between 5 and 15	4	9
Between 15 and 40	5	10

Nominators were also asked to venture reasons for qualified students not applying to RAHI. Following were some of the most commonly cited reasons:

(1) Fishing, other employment, and competing activities.
(2) Student or parental timidity, or lack of confidence.
(3) Low regard for UAF, or of Fairbanks as a site for college experience.

Need For Interaction With Parents?

The survey asked nominators to indicate whether they felt that RAHI should make an effort to interact with parents of students enrolling in RAHI. The majority of survey respondents believed that RAHI should interact with parents of RAHI participants. The frequency with which nominators agreed and disagreed is listed in Table 41.

Table 41.
Nominators Assessment of RAHI's Need For More Interaction With Parents

Need for more interaction ?	N	%
Yes	48	82
No	10	18

Suggestions for RAHI to increase interaction with parents of students drew comments from several respondents. The most commonly suggested course of action was the mailing of letters or newsletter, followed by visiting parents in off-season or bringing parents to UAF during RAHI. Other suggestions included distributing videotape presentations to give parents a sense of what RAHI is really like.

Changes in Core or Speciality Courses?

Nominators assessed a need to change either the core or speciality courses at RAHI. Following is a list of core and speciality courses offered at RAHI:

Core:	ANCSA, Math, College learning/Study Skills, Orientation To College System, Research Project, Speech, Swimming, Writing.
Speciality:	(student picks one) Business Admin, Education, Engineering, Natural Science.

Table 42 summarizes the survey respondents assessment of whether any change was needed with respect to RAHI curriculum.

Table 42.
Nominator Assessment For a Need to Change
Either RAHI Core or Speciality Courses

Should the core or speciality courses at RAHI be changed?	N	%
Yes	13	22
No	46	78

Nominators were asked to suggest specific courses to add to the current curriculum of RAHI or identify specific courses they would remove from the curriculum. The responses covered a diffuse range of additions and deletions. Courses additions suggested by more than one nominator included health care, law, political science, and journalism. Suggested deletions with more than one advocate were ANCSA and swimming.

How Helpful Nominators Would be to Students Wanting to Gain Admission?

Responses to the question, 'how helpful would you be to students wanting to gain admission to RAHI?', produced predictable responses. All respondents indicated they would be either helpful or very helpful. The frequency with which these responses were chosen are described in Table 43.

Table 43.
How Helpful Nominators Would be to
Students Seeking Admission to RAHI

Degree of assistance	N	%
Very helpful	45	69
Helpful	18	28
Little help	2	3
No help	0	0
Doesn't apply	0	0

How Does RAHI Meet the Needs of Students in Different Goal Areas?

Nominators rated RAHI's ability to develop specific skills in students who enroll in RAHI programs. Since these are the same skills that alumni also had an opportunity to rate earlier in their part of the survey, it is appropriate to draw comparisons between their perceptions.

Figure 16.
Better Prepared For A Career?
(N= 64)

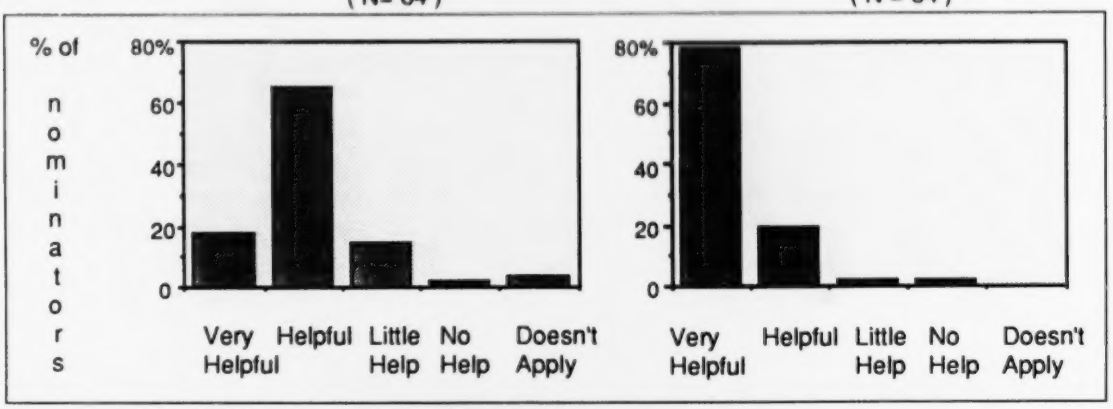


Figure 17.
Better Prepared For College
(N = 64)

Figure 16 shows that 80% of the nominators believed the RAHI experience to be either helpful or very helpful in making students better prepared for a career. Responses of alumni in a previous section showed that 65% of the alumni had thought of this as being true. Similarly 20% of the alumni thought of 'being prepared for career' as an objective which didn't apply to RAHI, as compared to less than 5% of the nominators. Overall it appears that nominators view enrollment in RAHI more strongly as a significant step in students preparation towards their vocational pursuits in the future. Responses of nominators in Figure 17 closely replicate those of alumni. Both groups seem unanimous in their view that RAHI was indeed instrumental in making students better prepared for college.

Figure 18.
Improved Leadership Skills?
(N= 64)

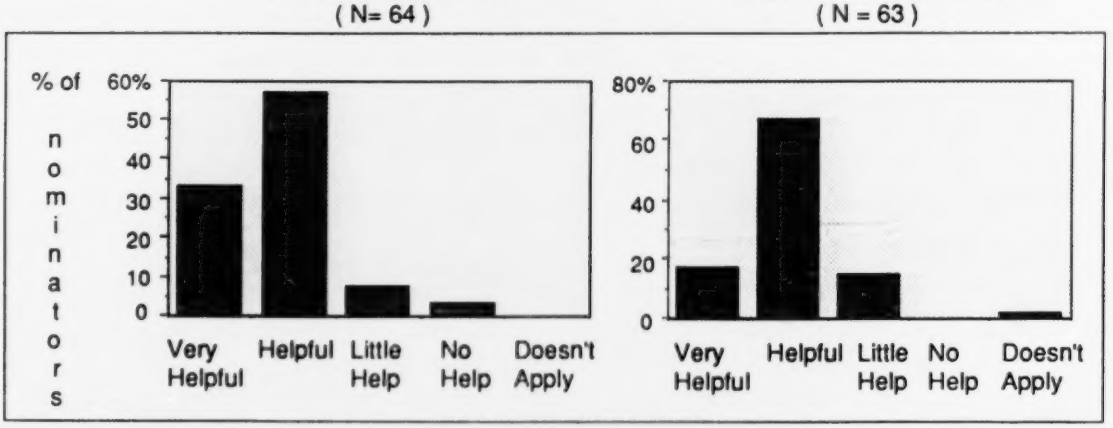


Figure 19.
Improved Technical Skills?
(N = 63)

Responses of nominators in Figures 18 and 19 are providing support for RAHI's curriculum. These responses can be interpreted to mean that these individuals took the opportunity to express their faith in RAHI's ability to develop leadership and technical skills in the students who go through the program. Similarly, alumni responded in their survey that they indeed had experienced improved skills in these areas.

Figure 20 shows that 60% of the nominators considered attendance at RAHI as increasing a student's opportunities for job promotions in the future. Alumni evaluating RAHI's potential with regard to job promotions were less enthusiastic, with 35% of them believing in the same. However, both groups seemed to be in agreement about library skills, and both groups responded in high proportions to express that they thought of RAHI as being helpful or very helpful, Figure 21.

Figure 20.
Increased Chances For Job Promotions?
(N= 59)

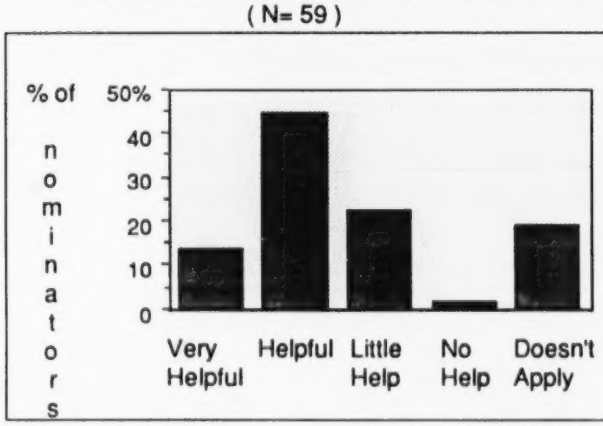
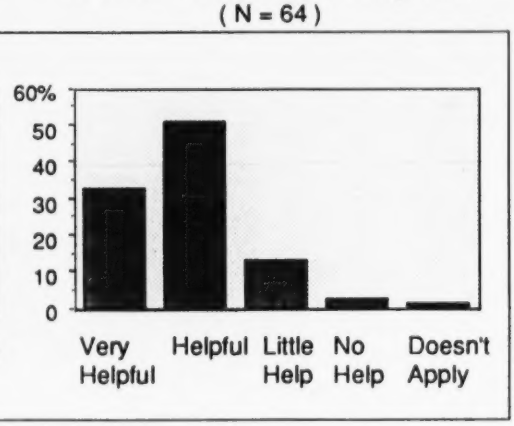


Figure 21.
Increased Research and Library Skills?
(N = 64)



Concluding Comments of Nominators

The final section of the survey solicited comments on any aspect of RAHI not covered in the rest of the questionnaire. There were 38 commentaries, of which 10 contained thoughtful criticism, 18 were commendations of RAHI's efforts, and another 10 were analytical or personal remarks.

Some representative critical remarks;

(1) "UAF seems to steer students into sure-success classes, and does not help them complete chosen majors."
(2) "RAHI is an excellent program. But you miss some of the best prospects because of scheduling and commercial fishing."
(3) "Students should get high school credit for passing. Otherwise we appreciate RAHI ....."
(4) " I'd like to see more students admitted to RAHI. All are positive about its value."

Some representative commendations:

(1) "RAHI is very beneficial like Upward Bound and Sheldon Jackson programs. Too bad you don't run two RAHI sessions per summer."
(2) "Alumni are charged up. RAHI is making a difference. Thanks."
(3) "(Our community) has 5 college students, all at UAF. All from RAHI. Their staying more than one year says good things. Thanks."
(4) "All I hear of RAHI is excellent. I'd like my daughters to go."

COLLEGE PERSISTENCE: RESULTS OF A COMPARISON OF RAHI ALUMNI WITH LOCAL AND NATIONAL SAMPLES

It is well documented that the postsecondary educational pipeline for Alaskan Native students is far from a continuous conduit that takes in students following high school graduation and delivers them four years later with degrees for entry into the nation's mainstream economy. In reality, this pipeline is more like a leaky funnel. Students seem to disappear through numerous holes as the funnel grows ever narrower. Eventually it delivers only a trickle of students with the academic credentials to claim good jobs in today's technological world. It would be fair to characterize this pipeline as narrow, leaking, and needing repair.

Given the widespread concern to increase the flow of Alaskan talent through the state's educational pipeline, a question that is often brought up in discussions concerning RAHI students is how have these students performed in college in comparison to their peers who did not participate in RAHI. One of the starting points to this discussion is the length of time RAHI alumni remain (attrition/retention) in the postsecondary educational system as compared to other students. To address this question various measures of college persistence were examined. College persistence can be measured by enrollment data at various schools, longitudinal tracking of student progress, and the postsecondary degrees received.

At first glance, comparing student enrollment patterns seems to be a formidable task because of the diversity of variations that can exist for each student. Students may enroll part-time; may delay entry; may transfer programs; or transfer from 4-year institutions to community colleges or vice versa; they may stopout or worse still, drop out permanently. If the picture appears chaotic enough, consider further that any of the above deviations can occur unpredictably at varying lengths of time in each student's enrollment history. The persistence-track model referred to in the **Introduction** was found to be the best available system for classification and categorization of enrollment data. Applying the model to RAHI alumni and other Native students enables one to draw comparisons in their college persistence rates. The model has also been widely used by the U.S Department of Education, therefore, using it allows for comparisons of RAHI alumni with statistics on persistence trends nationwide.

Following are some of the definitions used in the model:

On-Track: All students who enrolled full-time in a 4-year institution in a bachelor's degree program beginning in the fall following high school graduation.

Off-Track: All students who have delayed entry by not enrolling in a 4-year institution in the fall following high school graduation; students who enroll in less than 4-year bachelor's degree programs; and all students enrolled part-time.

Stopout: Students who discontinue enrollment for a semester or more and later resume their course of study.

Dropouts: Students who have deviated from their course of study by dropping out and have not resumed their course of study to date.

As pointed out earlier, traditionally staying on-track represented the optimal flow through the college pipeline. Students who stay on-track receive bachelor's degrees within a minimal amount of time and for a minimal cost.

Appendix C contains data flow diagrams that have been developed for 1883-88 RAHI cohorts using the persistence track model. The data in this appendix were obtained from alumni responses to the survey conducted for the present study and the archived UA System SIS and ISIS student databases maintained by the University's Statewide Office of Institutional Research. Data on RAHI alumni included enrollment figures not only at the University of Alaska but also other institutions nationwide which were indicated in

their survey responses. Appendix D contains the same information for all other (non-RAHI) UA Native students enrolled at various UA campuses around the state who could be tracked through SIS and ISIS. It needs to be pointed out that data on University of Alaska Native students are restricted only to their enrollment in the UA System and do not include other schools to which they may have transferred.

On the basis of the data provided in the above mentioned appendices, Table 44 presents comparative statistics for RAHI alumni and all other UA Native students who enrolled at UA at the same time each RAHI cohort enrolled. For example, comparisons are drawn for academic years 1984-85 between the RAHI cohort of 1983 and Native students who enrolled for the first time during 1984-85. The reason for doing so is that the 1983 RAHI cohort (as were all RAHI cohorts) was comprised of juniors in high school who would not normally begin postsecondary study until the fall of 1984-85.

Examining Table 44 we find that in each academic year two and sometimes three times as many RAHI alumni enroll on-track as compared to other UA Native students. RAHI needs to be credited with bringing well over 65% of its alumni to enroll full-time in a 4-year institution in bachelor's degree programs in the fall following high school graduation. In comparison other Native students enrolling at the same time, on an average show between 10% to 20% on-track enrollment. Most Alaskan Native students attending the University of Alaska System began their postsecondary education off-track and opted to enroll in AA degree programs or in other programs providing one-year certificates. A conclusion that can be drawn here is that a typical RAHI alumnus, besides having higher aspirations, also finds himself or herself equipped with adequate academic and social preparation to take on the challenge of enrolling in a 4-year bachelor's degree program. For RAHI alumni starting on-track, results of the comparison in Table 44 reveal a significantly higher persistence rate from one academic year to the next. **For the 1984-85 and 1984-86 academic years, 18% and 20% of RAHI alumni respectively, were still in school as compared to 3% and less than 1% of other UA Native students in the same cohorts.**

Table 44.
College Persistence:
Comparison of RAHI Alumni With All Other UA Native Students

	1984-85		1985-86		1986-87		1987-88		1988-89	
	RAHI 83 Cohort (N= 16) %	UA Native Students (N=156) %	RAHI 84 Cohort (N= 25) %	UA Native Students (N=119) %	RAHI 85 Cohort (N= 29) %	UA Native Students (N=380) %	RAHI 86 Cohort (N= 27) %	UA Native Students (N=495) %	RAHI 87 Cohort (N= 31) %	UA Native Students (N=464) %
Started on-track	68.7	**41.6**	72.0	**10.0**	65.5	**13.9**	66.6	**13.9**	64.5	**21.5**
1st academic year	68.7	**41.6**	72.0	**10.0**	65.5	**13.9**	66.6	**13.9**	64.5	**21.5**
2nd academic year	37.5	**14.0**	48.0	**1.6**	48.2	**5.2**	25.9	**5.8**	-	-
3rd academic year	25.0	**4.4**	32.0	**1.6**	41.3	**2.3**	-	-	-	-
4th academic year	18.0	**3.2**	20.0	**1.6**	-	-	-	-	-	-
Degrees awarded	12.0	-	8.0	-	-	-	-	-	-	-
Started off-track	18.0	**58.3**	12.0	**89.9**	13.7	**86.0**	3.7	**86.0**	0.0	**78.4**
Bachelor's programs	6.2	**20.5**	8.0	**15.9**	6.8	**15.5**	-	**31.5**	-	**39.0**
Degrees awarded	-	-	-	-	-	**1.3**	-	**0.4**	-	**0.4**
AA degree programs	6.2	**35.2**	4.0	**73.9**	3.4	**67.3**	3.7	**50.7**	-	**37.3**
Degrees awarded	6.2	**2.5**	-	-	-	**1.3**	-	**2.2**	-	**1.0**
Certificate programs	6.2	**2.5**	-	**2.5**	3.4	**3.1**	-	**3.8**	-	**2.1**
Certificates awarded	-	**1.2**	-	-	-	**0.6**	-	-	-	**0.4**

Notes:
(1) Percentages reported are percentages of total sample for each individual cohort.
(2) **On-track** are students enrolling full-time in 4-year institutions towards a bachelor's degree beginning in the fall following graduation.
(3) **Off-track** are students who have delayed entry into college; students in programs less than 4-year baccalaureate programs; and students enrolled part-time.

Given that RAHI alumni have a relatively higher persistence rate the next question that needs to be answered is why we don't see these high persisters attaining degrees. The obvious answer is that only the first two RAHI cohorts from 1983 and 1984 have been in the college pipeline for four years. More time would be needed to determine the exact degree attainment rate for all these students.

On the basis of available data in Table 44, 12% of RAHI alumni from 1984-85 and 8% from 1985-86 cohort have gone on to graduate with a bachelor's degree in the fast-track. None of the University of Alaska Native students who started on-track during the same period had attained a bachelor's degree as of the summer of 1989. It is possible that some of these Native (non-RAHI) students could have transferred from UA and completed their degrees elsewhere, and would not have been tracked (this group was not a part of the study's mailed-in survey).

For all other cohorts in Table 44 who are starting on-track it is inappropriate to look for graduation rates because of the insufficient amount of time these students have been in college. Besides the four years needed to complete a bachelor's degree as a full-time student, current literature consistently reports that "stopout" behavior has increasingly become a common attendance pattern in higher education (Pascarella & Chapman, 1983; Sewell & Hauser, 1975). Often substantial periods of employment, family rearing, military service and other cultural and ethnic activities may be responsible for students stopping out. Activities undertaken during these stopouts from college are important steps in the development of adulthood and represent elements of added maturation for the student. Stopout behavior among the college going population in general and RAHI alumni in particular is not completely undesirable in itself. What makes most educators uncomfortable is the difficulty of measuring the commitment and desire of these students to reenter college.

A recently published survey report in April 1989 from the U. S. Department of Education, Changes In Educational Attainment: A Comparison Among 1972, 1980 and 1982 High School Seniors concluded:

- The overall level of postsecondary degree attainment declined for 1980 and 1982 high school seniors, relative to the 1972 seniors.
- Half of the 1972 high school senior class, one-quarter of the 1980 senior class and one-fifth of the 1982 senior class attained a postsecondary diploma or degree within four years after leaving high school.
- Most students who earned degrees did so within the first seven years after high school.

These findings suggest that stopout behavior has grown consistently over the years throughout the nation.

In a study conducted at Northern Arizona University, Benjamin and Chambers (1989) studied American Indian persistence for 70 first-time, full-time, American Indian freshmen who enrolled in the beginning of fall 1984. Their study concluded that American Indians demonstrated low rates of persistence over a four year period. From the original cohort, 46% continued uninterrupted study after one year, 22% remained after two years, and 10% after three years. None of the 1984 American Indian freshmen being studied had graduated by the fall of 1988. Comparing this group of Arizona American Indian students to data in Table 44 we find that 18% of the original cohort of 1984-85 RAHI alumni continued uninterrupted study after three years and 12% of the original group went on to graduate.

Table 45 compares the college persistence rates of RAHI alumni with those of 1980 high schools graduates drawn from a national sample. Data for the 1980 national cohort shown in Table 45 is taken from a U.S. Department of Education study on college persistence published in January 1989. This study began following a sample of high school students in 1980. These students were followed in 1982, 1984, and 1986. The persistence track covered for the national sample covers academic years 1980-81 through 1983-84 and bachelor's degree completion as of February of 1986.

Table 45.
College Persistence Comparison
of 1983-87 RAHI Cohorts With the 1980 National Cohort

	National 1980 Cohort (N=1000) %	RAHI 83 Cohort (N=16) %	RAHI 84 Cohort (N=25) %	RAHI 85 Cohort (N=29) %	RAHI 86 Cohort (N=27) %	RAHI 87 Cohort (N=31) %
Started on-track	**28.9**	68.7	72.0	65.5	66.6	64.5
1st academic year	**28.9**	68.7	72.0	65.5	66.6	64.5
2nd academic year	**24.9**	37.5	48.0	48.2	25.9	
3rd academic year	**20.3**	25.0	32.0	41.3		
4th academic year	**15.8**	18.0	20.0			
Bachelor's degree awarded	**11.6**	12.0	8.0			
Started off-track	**38.3**	18.0	12.0	13.7	3.7	
Attained bachelor's degree	**3.6**					
Never enrolled	**32.7**	12.5	16.0	20.6	29.6	

Source for National 1980 Cohort: College Persistence and Degree Attainment for 1980 High School Graduates: Hazards for Transfers, Stopouts, and Part-Timers. U.S. Department of Education, National Center for Education Statistics.

Notes:

(1) Percentages reported are percentages of total sample for each individual cohort.

(2) **On-track** are students enrolling full-time in 4-year institutions towards a bachelor's degree beginning in the fall following high school graduation.

(3) **Off-track** are students who have delayed entry into college; students in programs that are less than 4-year baccalaureate programs; and students enrolled part-time.

Data in Table 45 show once again that on the average **65% or more of RAHI alumni start out on-track in college as compared to 28% of high school seniors nationwide**. Further, 12% of RAHI alumni had attained a bachelor's degree as compared to 11% of the national sample. Considering the scope and magnitude of the disadvantage brought to education by those students who participated in RAHI, these indicators of success are noteworthy. Despite the difficulty in obtaining data, persistence rates for RAHI alumni surpass the success levels for other UA Native students as well as students attending college nationwide.

SIGNIFICANCE OF THE PRESENT STUDY

The accomplishments of RAHI alumni should be assessed against the backdrop of the ever increasing importance of education in today's social fabric. For many, education is the chief battleground where the struggle to promote equality and avert socioeconomic polarization will be won or lost. Where once an Alaskan Native could raise his or her state through hard (and relatively unskilled) work involving fishing and hunting, today few legitimate avenues to a better life exist **other** than through education. Education not only helps to transmit the values and attitudes that promote nondiscrimination, but it also provides the essential foundation of skills and knowledge that allows all individuals to compete on an equitable basis for economic rewards. Success in the educational endeavors of rural Alaskan Natives will inevitably enhance efforts in other areas - political, economic and social - to the benefit of all Alaskans. Failure, however, will almost certainly mean defeat on these and other fronts.

The UAF Rural Alaska Honors Institute represents an important stance taken by the University in response to critical Native Alaskan education needs. The higher rates of college persistence for Native students who enrolled in RAHI would not have been possible without RAHI's organized efforts to seek out potential Native students along with its ability to convince them that college is a viable option. College attendance appears to have become a viable option for RAHI alumni because of their educational and career preparation.

APPENDIX A

1983-88 RAHI Alumni Survey Form

RURAL ALASKA HONORS INSTITUTE

SURVEY FORM : 1983 - 88 RAHI ALUMNI SURVEY

DIRECTIONS:

It's been awhile since you've left behind McIntosh Hall, those early runs, the classes, study halls, the staff, friends and the weekend activities. Now that some time has passed we want to know your feelings about RAHI. What was best and meant most to you? What things meant less to you? What are you doing now?

Here's what we'll do with the information you send back:

1) An alumni directory will list all RAHI alumni who mail in this survey. You will be able to learn what your old RAHI buddies are doing, where they are, and how to get in touch with them (no private information about income, languages spoken or grade points will be published)
2) alumni directories will also be sent to high schools around the state so that prospective RAHI applicants might contact you in the future about your RAHI experience, and
3) your responses will be used to show the impact that RAHI has had on you and help us determine what needs to be done to make RAHI better.

Would you please take a few minutes, drink a cup of tea, fill out the survey and mail it back to us TODAY? If you help us in this way, it will be possible to improve RAHI for other students throughout rural Alaska. **Thank you !**

If you have questions or comments, please call

Jim Kowalsky at (907) 474-7181
VAX ID: FYRAHI

Please fold, staple and return your completed survey to the address listed below by

November 30, 1988

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 13 FAIRBANKS, ALASKA

postage will be paid by

University of Alaska RAHI Survey
SW Office of Institutional Research
8th Floor Gruening Building
Fairbanks, AK 99775-5440

A General Information

1. Please list the address you would like the RAHI alumni directory to be sent.

Name (include maiden name if different)	Street	City	State	ZIP	Phone

2. Since you attended RAHI, have you . . . (Check any and all appropriate items)

___ Gotten married
___ Had children (how many ___)
___ Been a subsistence provider
___ Been active in your native corporation
___ Attended a college or vocational school
___ Been an unpaid volunteer for a social service or other agency (search & rescue, church group, Festival of Native Arts, etc.)
___ Served as a local school board member
___ Served in the armed forces
___ Travelled extensively outside Alaska

RESPONSE (enter 1,2,3,4, or 5)

3. Please help us assess the need for student aid by listing what category best describes your parents' total yearly income? (Choose from the values listed below) ..... ___

4. What category best describes your own total yearly income? (Choose from the values listed below) ..... ___

1. Under $15,000
2. Between $15,000 and $25,000
3. Between $25,000 and $40,000
4. Between $40,000 and $50,000
5. Over $50,000

(YES or NO)

5. Is English the language most frequently spoken by you? ..... ___
6. Is English the language most frequently spoken by your parents? ..... ___
7. Please describe what you feel has been your greatest accomplishment since attending RAHI

B RAHI Assessment

8. Looking back, how helpful has your RAHI experience been in each of the following goal areas? (Circle one response per item)

	Very Helpful	Helpful	Little Help	No Help	Doesn't Apply to me Yet
A. Better prepared for a career	1	2	3	4	5
B. Better prepared for college life	1	2	3	4	5
C. Improved leadership skills	1	2	3	4	5
D. Improved technical skills (math, computers) .	1	2	3	4	5
E. Increased chances for job promotion	1	2	3	4	5
F. Increased research and library skills	1	2	3	4	5
G. Increased understanding of organizations ..	1	2	3	4	5
H. Increased human relations skills	1	2	3	4	5

9. What were RAHI's greatest strengths?

10. What were RAHI's greatest weaknesses?

(YES or NO)

11. Would you recommend RAHI to others? ..... page 1 ..... ___

C Education

12. What category best describes your parents' as well as your own level of education? **(Use the codes below)**

1. did not attend or finish high school
2. graduated from high school or attained GED
3. attended college/vo-tech school/institute
4. graduated from college with at least a bachelor's degree

RESPONSE (enter 1, 2, 3, or 4)

Father ..... _____
Mother ..... _____
You ..... _____

13. What was your final high school grade point average (GPA)? ..... _____

14. Listed below are a number of areas of high school study. Please rate each one on how beneficial it has been to you. That is, how well did it help prepare you for what has followed since high school? Please use the following rating scale:

1. Outstanding
2. Average
3. Poor
4. Not Used
5. Not Provided by My High School

	RESPONSE (enter 1, 2, 3, 4 or 5)		RESPONSE (enter 1,2,3,4 or 5)
A. General Science	_____	H. Economics	_____
B. Life Science/Biology	_____	I. Political Science/Government	_____
C. Earth Science/Geology	_____	J. Pacific Rim Cultures	_____
D. Ecology/Environmental Studies	_____	K. Alaska Native Claims Settlement Act	_____
E. Physical Science/Physics	_____	L. Alaska History	_____
F. Chemistry	_____	M. American (U.S.) History	_____
G. Mathematics	_____	N. Western Civilization/World History	_____

15. If you have not attended a postsecondary education institution or have had to drop out before attaining a degree, please indicate the primary reason for this below. (Check only one)

(CHECK ONE)

A. Academic ..... _____
B. Financial ..... _____
C. Motivation ..... _____
D. Marriage ..... _____
E. Other (Please specify) _____ _____

16. If you are not now attending a postsecondary education institution, do you plan to enroll in the future? ..... _____ (YES or NO)

IF YOU HAVE NOT ATTENDED A POSTSECONDARY EDUCATION INSTITUTION SINCE HIGH SCHOOL, PLEASE SKIP THE REST OF SECTION C AND GO TO SECTION D

17. Please fill in the items on the following table for each postsecondary education institution you have attended.

	INSTITUTION NAME	STATE LOCATED	MAJOR	DEGREE LEVEL	YEARS ATTENDED	ATTENDED FULL-TIME ?	GPA	GRADUATE? (did or plan to)
	HERE'S AN EXAMPLE	*Alaska*	*Education*	*Bachelors*	*1985-present*	*No*	*3.00*	*No, but plan to*
1.								
2.								
3.								

C (cont.) Education

18. Please indicate what, if any, financial assistance you may have received while attending (Indicate any and all).

RESPONSE (check if YES)

A. Pell Grant ..... ____
B. GSL (Guaranteed Student Loan) ..... ____
C. Alaska State Student Loan ..... ____
D. Native Corporation Student Financial Aid ..... ____
E. JPTA (Job Partnership Training Act) ..... ____
F. BIA (Bureau of Indian Affairs) Financial Assistance ..... ____
G. ROTC (Reserve Officer Training Corps) Financial Assistance ..... ____
H. SEIG (State Educational Incentive Grant Program) ..... ____
I. Other (Please specify: _____) ..... ____

19. Listed below are the major RAHI class areas. You are asked to rate each one on how beneficial your high school classes proved to be to you once you attended a postsecondary education institution. Please use the following rating scale. (Place the appropriate number in the space provided)

1. Very Helpful 3. Little Help 5. Not applicable
2. Helpful 4. No Help

RESPONSE (enter 1,2,3,4, or 5)

A. Land Claims ..... ____
B. College Learning Skills ..... ____
C. Mathematics ..... ____
D. Writing ..... ____
E. Library Skills ..... ____
F. Public Speaking ..... ____
G. College Knowledge ..... ____
H. Your Elective (specialty course) ..... ____
I. Your Team Project ..... ____

20. All things considered, how much has RAHI helped prepare you for your postsecondary education experience? ... ____
(Use the codes in question 19 above)

(YES or NO)

21. If you declared a major in college, was it related to your RAHI elective (specialty course)? ..... ____

D Occupation

22. Your present primary vocation or job category is . . . (Check only one)

___ Student
___ Homemaker
___ Teacher aide/teacher
___ Office support worker/secretary/clerical worker
___ Subsistence provider
___ Skilled craftsman/carpenter/mechanic/plumber
___ Business officer/accountant/salesperson/reporter
___ Military service/government official
___ Social service worker
___ Fisherman/seafood processing worker/farmer/trapper
___ Aviation support/pilot
___ Tourism
___ Other (Please specify: _____)
___ Not employed, by choice
___ Not employed, not by choice

23. If you are employed, who is your employer and where is your employer located ?

24. If you are employed, what factor was the most important in finding your job? (Check only one)

___ Friends or relatives
___ Newspaper ad
___ Direct application to employer
___ Employment agency
___ Teacher or faculty member assistance
___ University or college placement office
___ Other (Please specify: _____)

25. What is your long-range occupational goal?

Thank You!

APPENDIX B

1983-88 RAHI Nominators' Survey Form

RURAL ALASKA HONORS INSTITUTE

SURVEY FORM : 1983 - 88 RAHI NOMINATORS' SURVEY

DIRECTIONS:

The University's Rural Alaska Honors Institute (RAHI) is analyzing the performance of its summer high school student honors program over the first 6 years of operation. The University of Alaska is trying to document what works to continue to strengthen RAHI. Earlier this month questionnaires were also sent out to 255 RAHI alumni to aid us in this process.

Now, we turn to you: RAHI depends upon advice and guidance from professional educators and community leaders throughout Alaska. Your thoughtful answers to the 12 questions that follow will be influential, even if you don't consider yourself an expert on RAHI. You are receiving this survey because our records indicate that either you personally recommended one or more students for admission to RAHI or you or your school district has a history of involvement with RAHI.

If you happen to receive more than one survey form, offer the extra form to a colleague who could fill it out. If you're unfamiliar with RAHI please give this questionnaire to someone at the school who is acquainted with the program. Results of the RAHI alumni survey and this survey will be invaluable. Please take a few minutes over a cup of tea, fill out this survey, and mail it off promptly.

If you have questions or comments, please contact

Jim Kowalsky at (907) 474-7181
VAX ID: FYRAHI

Please fold, staple and return your completed survey to the address listed below by
December 15, 1988

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 13 FAIRBANKS, ALASKA
postage will be paid by

University of Alaska RAHI Survey
SW Office of Institutional Research
910 Yukon Drive
Fairbanks, AK 99775-5440

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

A General Information

1. Please provide the following address and position information about yourself:

Position	Years Employed at the School				
School Name	Street	City	State	ZIP	Phone

2. Check the response that best describes your own experience or familiarity with the Rural Alaska Honors Institute:

- ☐ **Very familiar** - helped students apply, heard their reactions, saw their RAHI reports, watched them develop thereafter, heard much RAHI alumni comment, interacted with RAHI on numerous occasions, know the aims and personnel of the program
- ☐ **Quite familiar** - helped students apply, saw them upon their return, have a reasonable sense of how the RAHI program operates from firsthand and indirect comment
- ☐ **Somewhat familiar** - heard enough about RAHI to be interested in learning more, perhaps to encourage promising students to seek admission
- ☐ **Barely familiar** - know of RAHI's existence but do not have overall impression of its strengths and weaknesses without researching or discussing with colleagues/students
- ☐ **Unfamiliar** - this is the first encounter I have ever had with RAHI

B RAHI Assessment

3. Circle response that best characterizes your experience in getting information about RAHI:

a) easily available from various sources, informative, complete, useful
b) available - informative but incomplete
c) marginally available - hard to find, slow to arrive, doesn't answer my questions
d) inaccessible - hard to get information, frustrating
e) availability unknown - unsure where to obtain information

4. RAHI seeks academically promising students from spring term 11th grade high school students. Please circle the answer below that best fits the number of students you communicate with each year who would be eligible to apply to RAHI that year:

a) more than 40 eligible
b) between 20 and 40
c) between 10 and 20
d) between 5 and 10
e) fewer than 5
f) can't respond - don't know what type of students RAHI wants

5. The RAHI application process can best be characterized as:

a) clear process - straightforward, decision of RAHI selection committee conveyed thoughtfully and promptly
b) reasonably clear - although there are minor problems and uncertainties, the application process worked out satisfactorily
c) confusing experience - application/admission process is bewildering to students and school personnel, reasons for RAHI's decisions on specific students are puzzling
d) negative experience - the process left significant negative impression about RAHI and the university among some students or other community members
e) no information on which to base a comment

B RAHI Assessment

6. Please provide the names of up to three RAHI alumni you are familiar with in the slots below(so we can connect your assessment with the individual student's self-assessment) and circle the one characterization that best fit each student from the descriptions provided:

Student #1 Name: a b c d e	Student #2 Name: a b c d e	Student #3 Name: a b c d e

a) very positive - enthusiastic after RAHI, serious about academic future, RAHI experiences effectively transmitted to other students, school personnel and community members
b) positive - some increase in the student's motivation noted in the home community
c) neutral - effects of RAHI not distinguishable from normal maturation processes, no clear positive effect on student's hopes for postsecondary education
d) negative - student mainly relieved that RAHI was over, student's intentions of continuing education beyond high school were negatively affected, student suffered loss of stature at home because of attending RAHI
e) no information to form an opinion

7. Preparedness of students applying to and accepted by RAHI is steadily improving as reflected by standardized test scores. Which of the 3 explanations fits best?

a) improvents in rural schools
b) students are pre-selecting themselves as RAHI becomes more widely recognized
c) both a) and b)

Further comments:

8. RAHI emphasizes ACADEMICS, LEADERSHIP SKILLS, and SOCIAL SKILLS. Please indicate your assessment of this combination of RAHI goals:

(a) too ambitious
(b) about right
(c) lacking in some important area. If you circled (c), what is missing?

9. Suggestions for RAHI's future development:

A. Admit some high school seniors along with the class made up predominantly of juniors. Do you favor such a move? (YES or NO) _____

Reasons:

B. We believe there are students as qualified as the ones RAHI admits who do not apply for some reason. Do you agree? RAHI would especially appreciate your observation on the qualified students in any given year who choose not to apply. Number:_____Reasons: (YES or NO) _____

UA Statewide Office of Institutional Research
November 18, 1988

C. Some observers of RAHI recommend that the program make more of an effort to interact with the parents of students. Do you concur with this? (YES or NO) _____

Suggested methods?

D. Would you change either the core courses or the specialty courses offered at RAHI ? (YES or NO) _____

Core: ANSCA, Math, College Learning/Study Skills, Orientation to College System, Research Project, Speech, Swimming, Writing
Specialty Course (student picks one): Business Admin, Education, Engineering, Natural Science

Additions or subtractions:

10. Please rate how you feel RAHI meets the needs of rural students in each of the following goal areas. (Circle one response per item)

	Very Helpful	Helpful	Little Help	No Help	Doesn't Apply
A. Better prepared for a career	1	2	3	4	5
B. Better prepared for college life	1	2	3	4	5
C. Improved leadership skills	1	2	3	4	5
D. Improved technical skills (math, computers) .	1	2	3	4	5
E. Increased chances for job promotion	1	2	3	4	5
F. Increased human relations skills	1	2	3	4	5
G. Other	1	2	3	4	5

11. Using the same rating scale above, how helpful would you be to students wanting to gain admission to RAHI ?

1	2	3	4	5

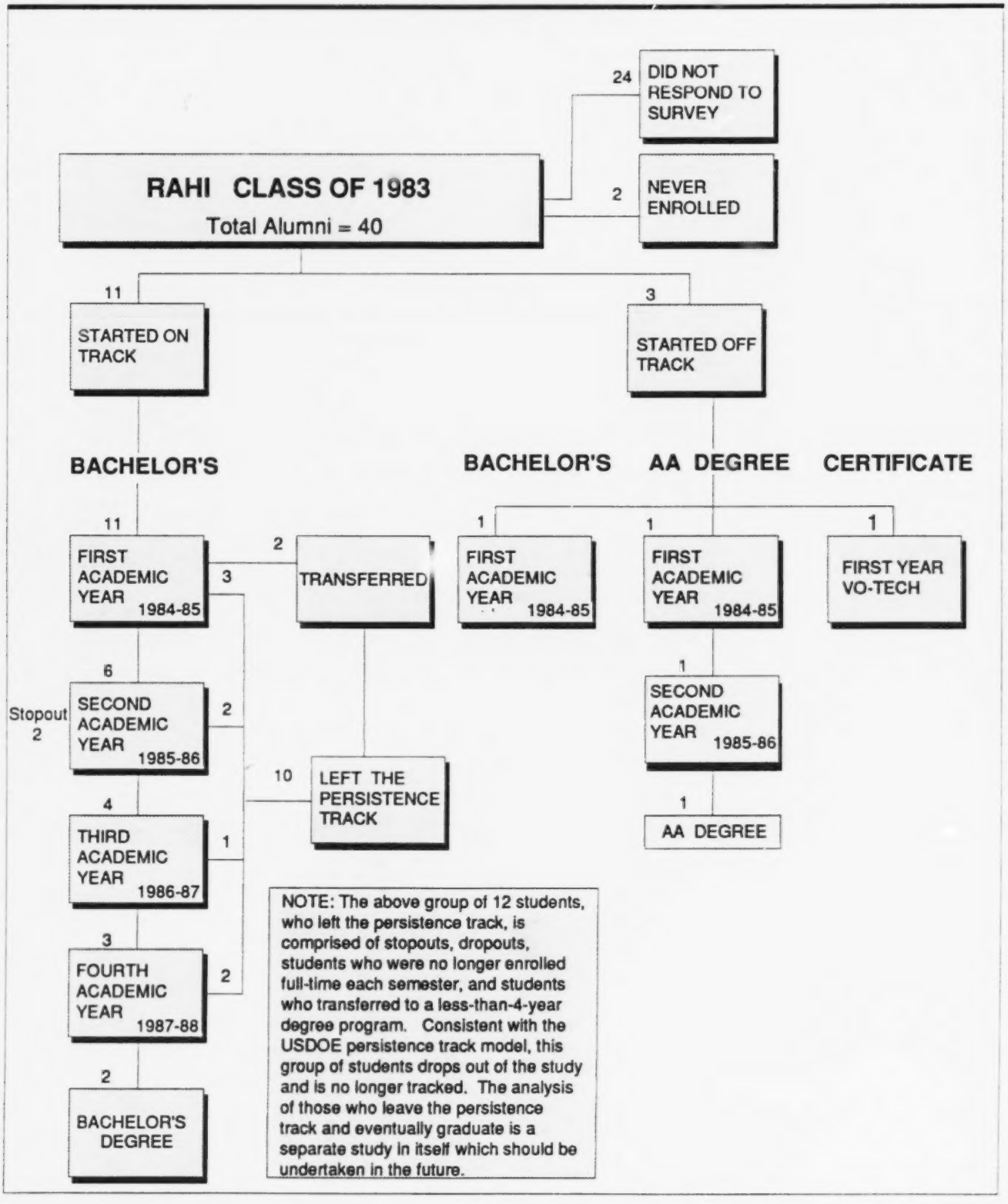
12. Your input is valuable as we continue to improve RAHI. Please comment freely, share anecdotes, or ask questions about the program in the space below. Use additional paper if necessary.

Thank You!

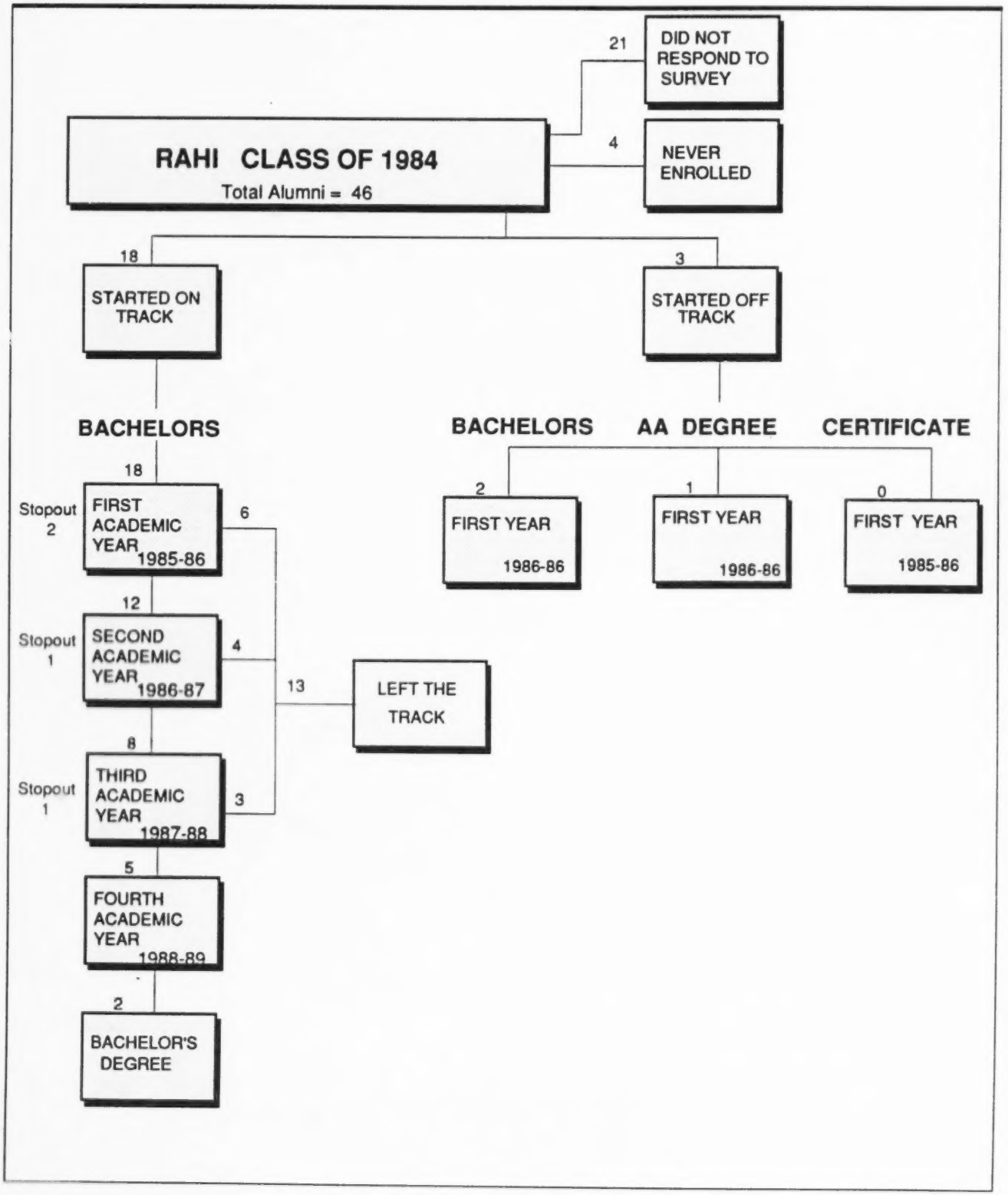
APPENDIX C

College Persistence of 1983-88
RAHI Alumni

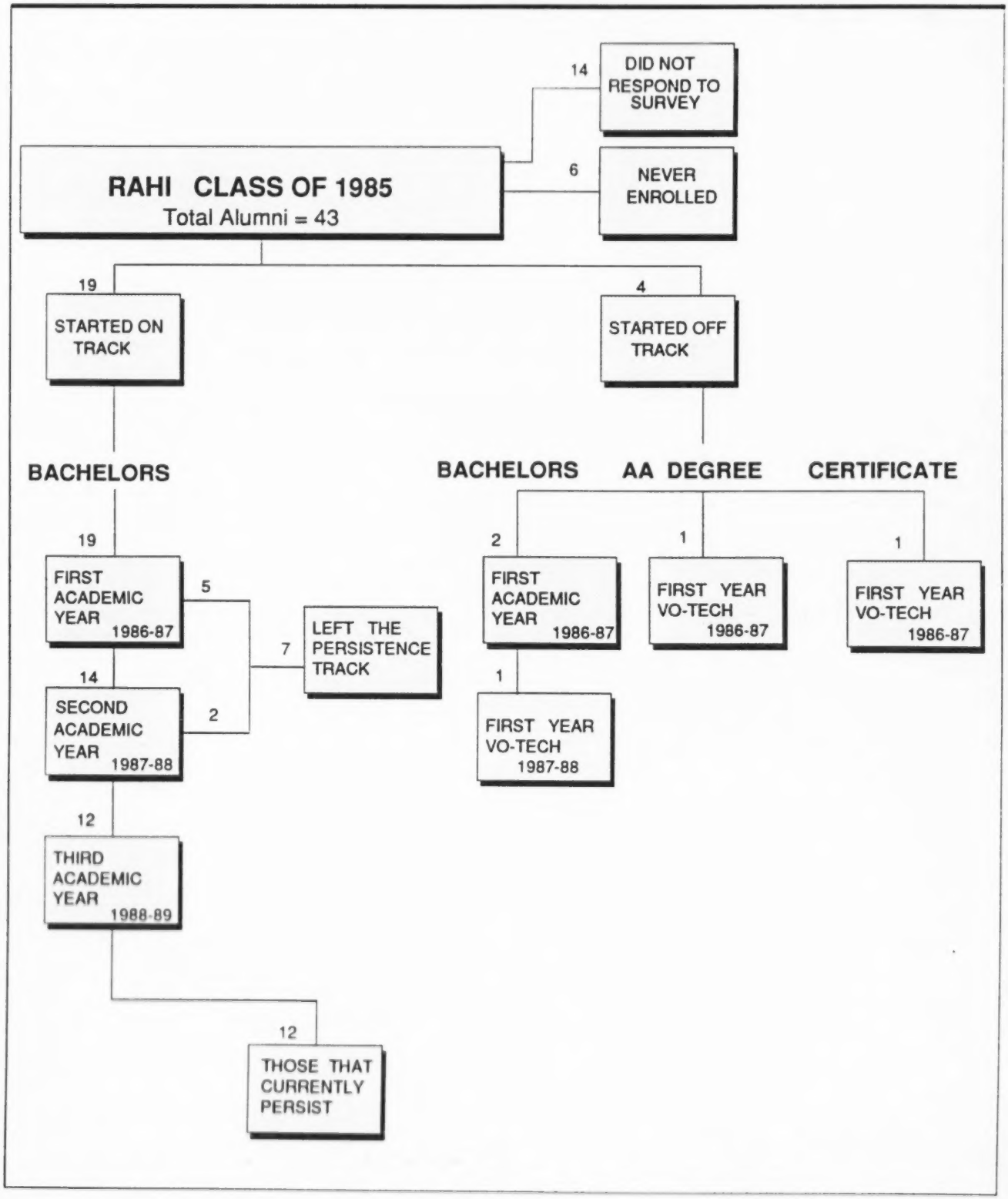
APPENDIX C: College Persistence of 1983 RAHI Alumni



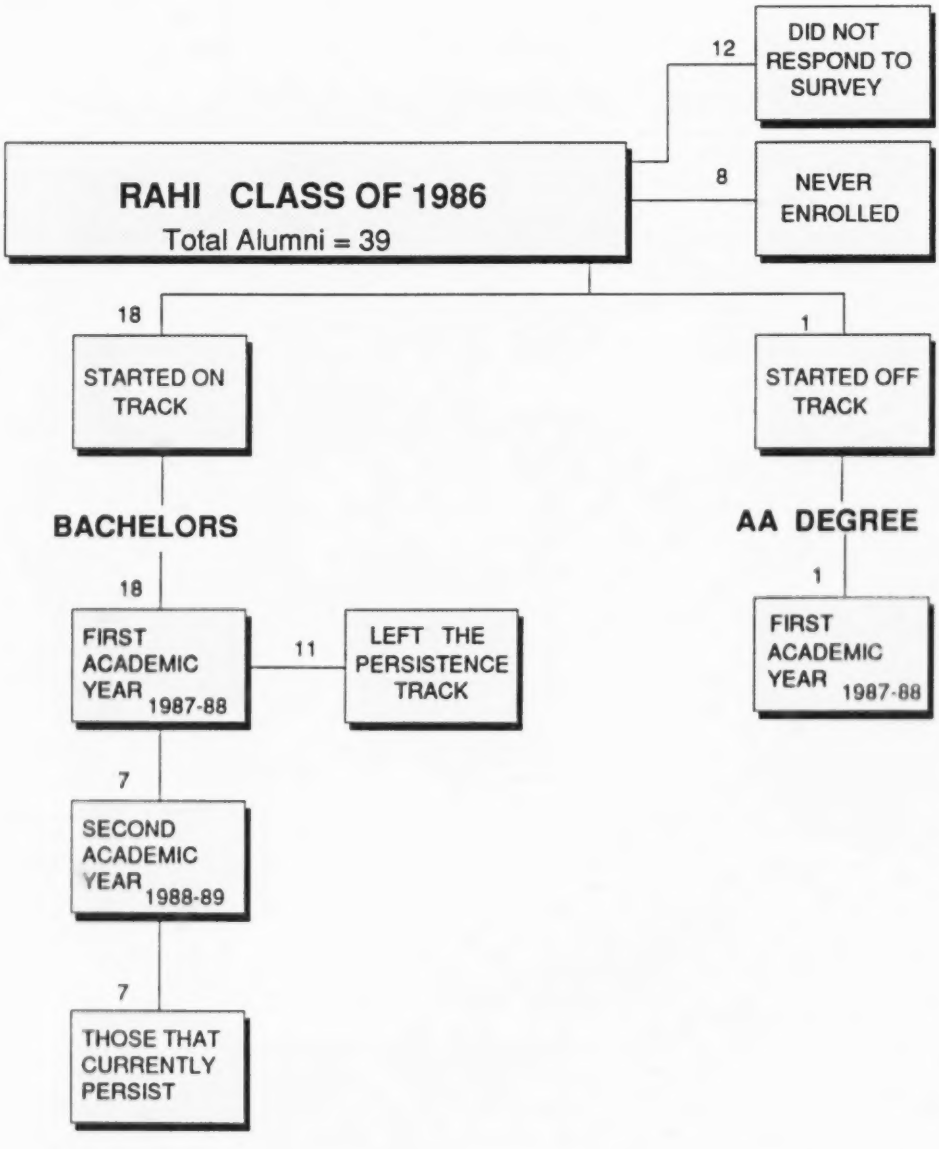
APPENDIX C: College Persistence of 1984 RAHI Alumni



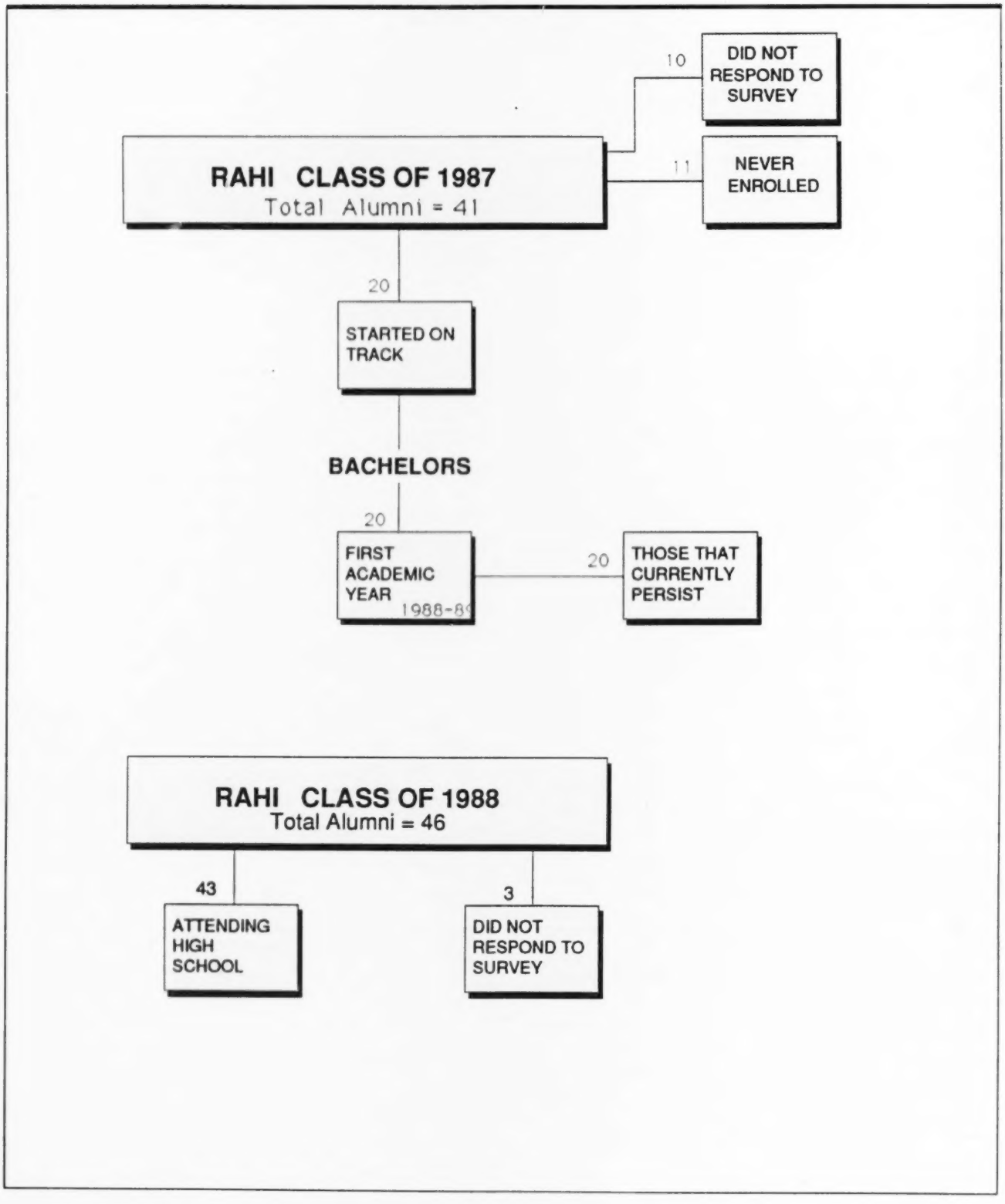
APPENDIX C: College Persistence of 1985 RAHI Alumni



APPENDIX C: College Persistence of 1986 RAHI Alumni



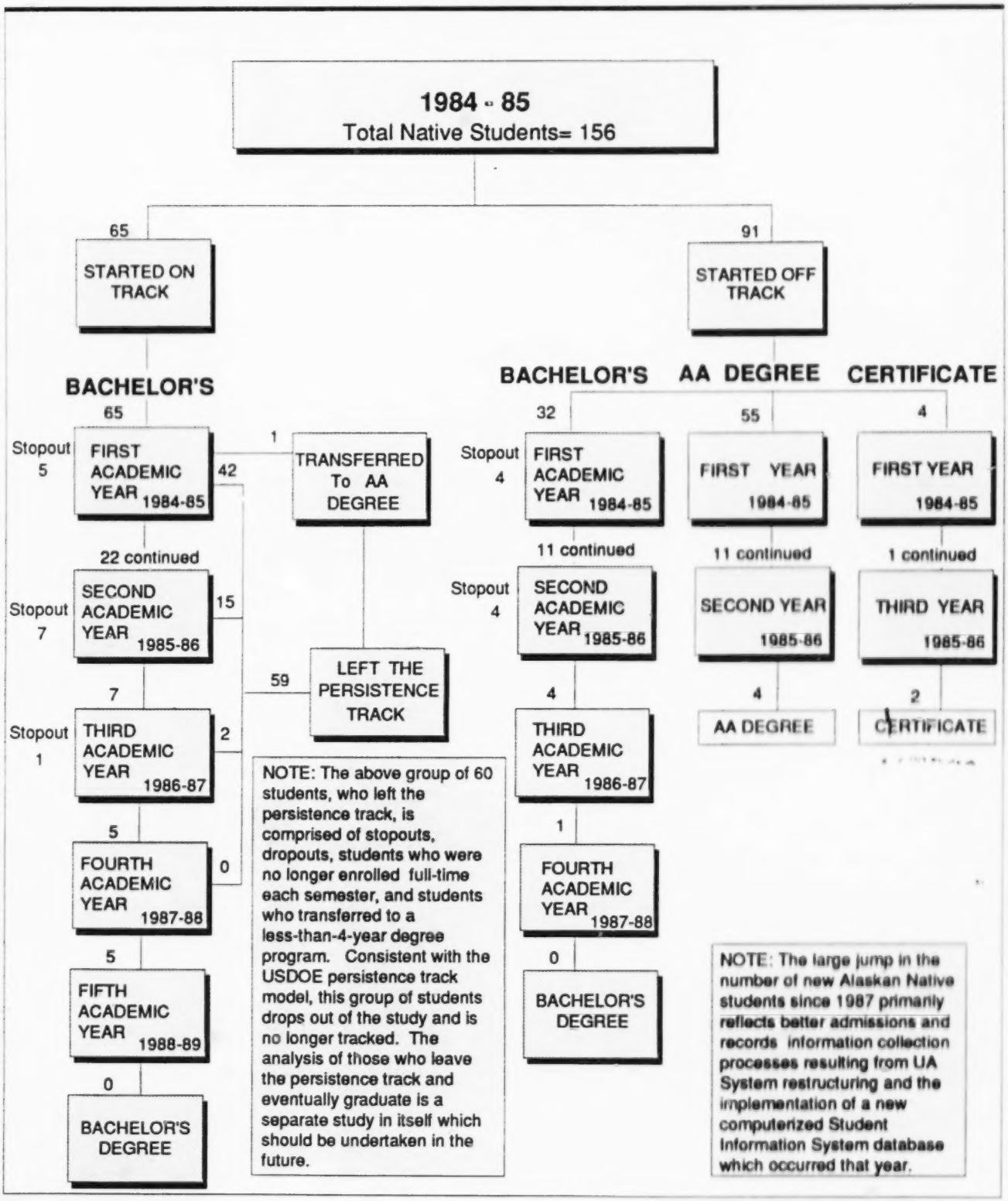
APPENDIX C: College Persistence of 1987 & 1988 RAHI Alumni



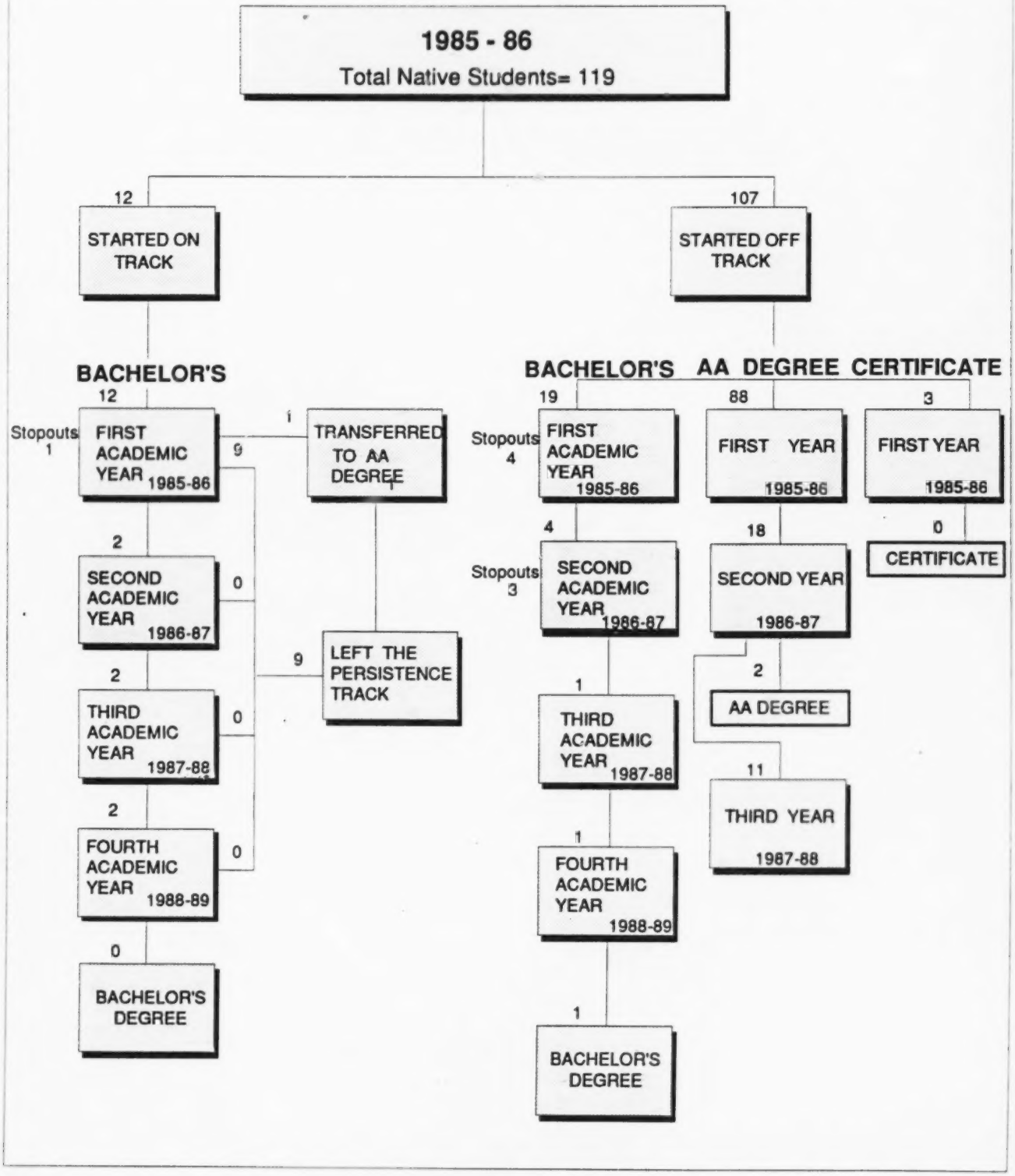
APPENDIX D

College Persistence of 1983-88
UA Alaskan Native Students

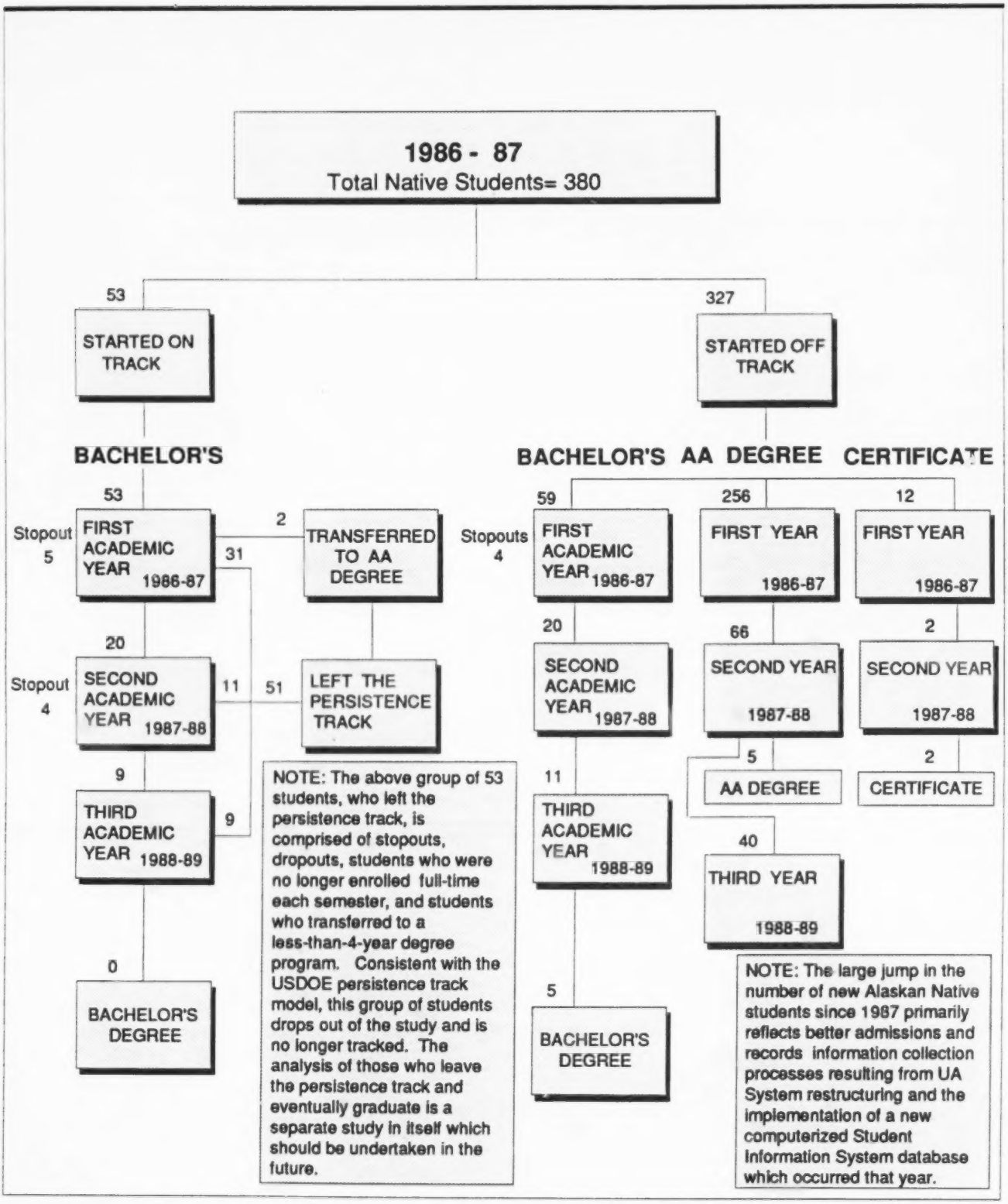
APPENDIX D: College Persistence of 1984-85 UA Native Alaskan Students


1984 - 85
Total Native Students= 156
65
STARTED ON TRACK
91
STARTED OFF TRACK
BACHELOR'S
BACHELOR'S
AA DEGREE
CERTIFICATE
65
32
55
4
Stopout 5
FIRST ACADEMIC YEAR 1984-85
42
1
TRANSFERRED To AA DEGREE
Stopout 4
FIRST ACADEMIC YEAR 1984-85
FIRST YEAR 1984-85
FIRST YEAR 1984-85
22 continued
11 continued
11 continued
1 continued
Stopout 7
SECOND ACADEMIC YEAR 1985-86
15
Stopout 4
SECOND ACADEMIC YEAR 1985-86
SECOND YEAR 1985-86
THIRD YEAR 1985-86
7
59
LEFT THE PERSISTENCE TRACK
4
4
2
Stopout 1
THIRD ACADEMIC YEAR 1986-87
2
THIRD ACADEMIC YEAR 1986-87
AA DEGREE
CERTIFICATE
5
1
FOURTH ACADEMIC YEAR 1987-88
0
FOURTH ACADEMIC YEAR 1987-88
5
0
FIFTH ACADEMIC YEAR 1988-89
BACHELOR'S DEGREE
0
BACHELOR'S DEGREE
NOTE: The above group of 60 students, who left the persistence track, is comprised of stopouts, dropouts, students who were no longer enrolled full-time each semester, and students who transferred to a less-than-4-year degree program. Consistent with the USDOE persistence track model, this group of students drops out of the study and is no longer tracked. The analysis of those who leave the persistence track and eventually graduate is a separate study in itself which should be undertaken in the future.
NOTE: The large jump in the number of new Alaskan Native students since 1987 primarily reflects better admissions and records information collection processes resulting from UA System restructuring and the implementation of a new computerized Student Information System database which occurred that year.

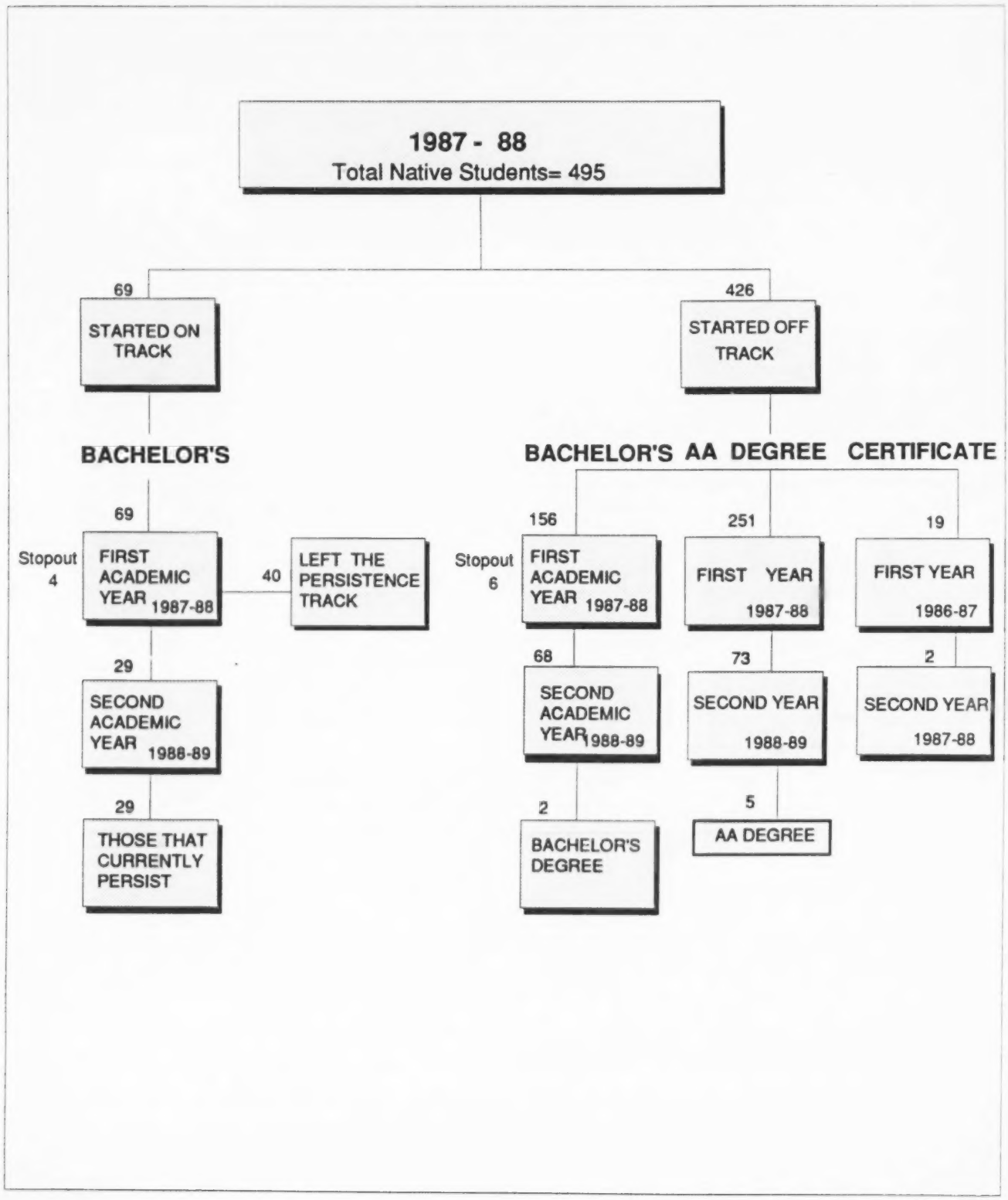
APPENDIX D: College Persistence of 1985-86 UA Native Alaskan Students



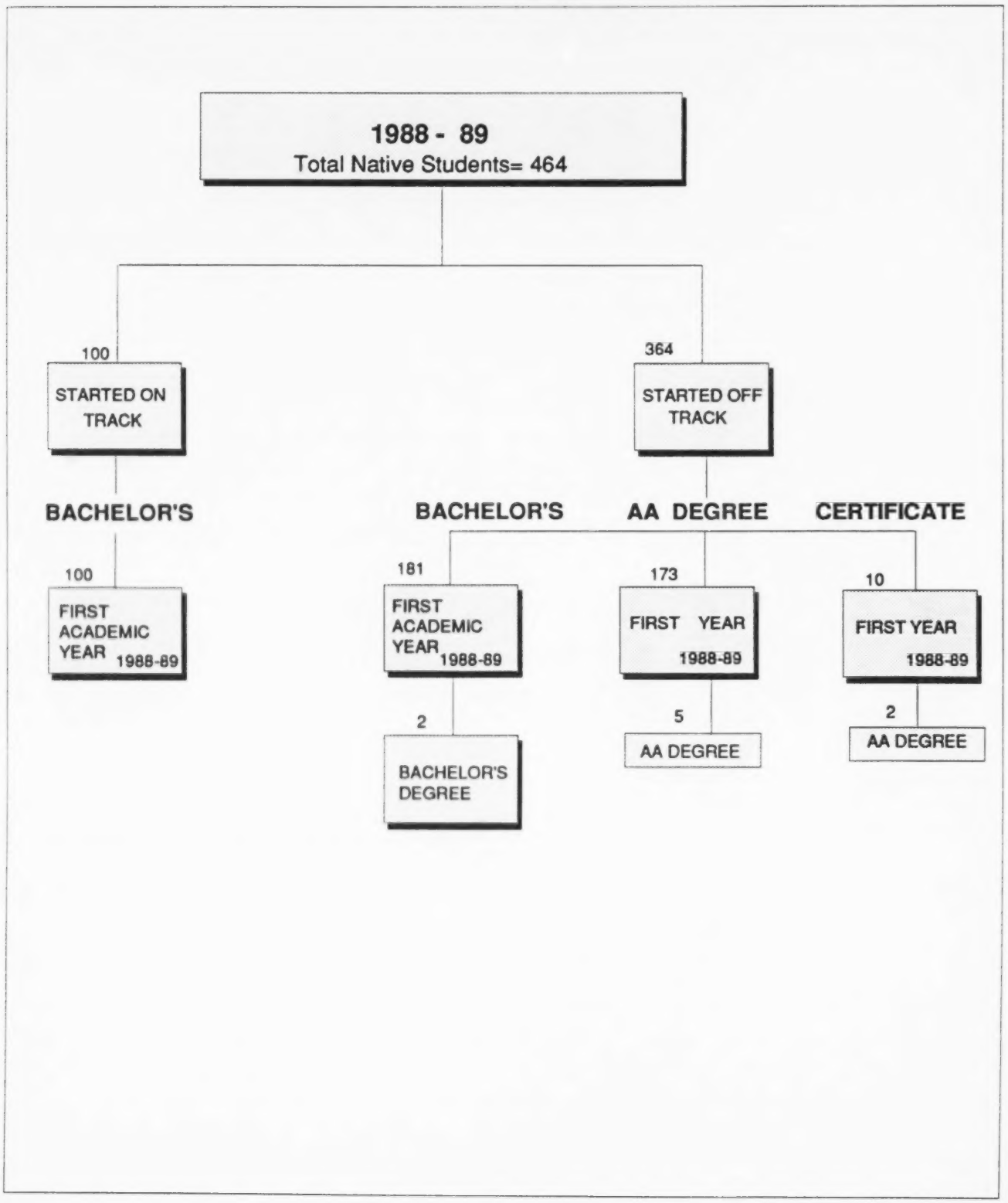
APPENDIX D: College Persistence of 1986-87 UA Native Alaskan Students


1986 - 87
Total Native Students= 380
53
STARTED ON TRACK
327
STARTED OFF TRACK
BACHELOR'S
BACHELOR'S AA DEGREE CERTIFICATE
53
Stopout 5
FIRST ACADEMIC YEAR 1986-87
2
TRANSFERRED TO AA DEGREE
31
20
Stopout 4
SECOND ACADEMIC YEAR 1987-88
11
51
LEFT THE PERSISTENCE TRACK
9
THIRD ACADEMIC YEAR 1988-89
9
0
BACHELOR'S DEGREE
NOTE: The above group of 53 students, who left the persistence track, is comprised of stopouts, dropouts, students who were no longer enrolled full-time each semester, and students who transferred to a less-than-4-year degree program. Consistent with the USDOE persistence track model, this group of students drops out of the study and is no longer tracked. The analysis of those who leave the persistence track and eventually graduate is a separate study in itself which should be undertaken in the future.
59
256
12
Stopouts 4
FIRST ACADEMIC YEAR 1986-87
FIRST YEAR 1986-87
FIRST YEAR 1986-87
20
66
2
SECOND ACADEMIC YEAR 1987-88
SECOND YEAR 1987-88
SECOND YEAR 1987-88
5
2
11
AA DEGREE
CERTIFICATE
40
THIRD ACADEMIC YEAR 1988-89
THIRD YEAR 1988-89
5
BACHELOR'S DEGREE
NOTE: The large jump in the number of new Alaskan Native students since 1987 primarily reflects better admissions and records information collection processes resulting from UA System restructuring and the implementation of a new computerized Student Information System database which occurred that year.

APPENDIX D: College Persistence of 1987-88 UA Native Alaskan Students



APPENDIX D: College Persistence of 1988-89 UA Native Alaskan Students



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